

2015 Charter School Application Guide For Potential Charter Operators Opening a School in 2016



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Charter Schools Opening for the 2016-17 School Year

All submitted proposals become public record after submission to MNPS. Submission of a proposal is an official waiver of confidentiality, notwithstanding any statements to the contrary that may be contained within the proposal, or in any other notifications submitted by the proposer.

Purpose

MNPS seeks charter school applications to cultivate strong school capacity in order to provide high quality academic instruction for all students (**Appendix A – Education 2018**). We seek proposals for both new charter schools addressing growth and demand in areas projected by the district to have student populations significantly in excess of currently available in-zone capacity, and potential conversions of existing schools when such conversion provides substantially improved academic performance and serves all students eligible to attend the school begin converted.

This year, the call for proposals is again shaped by academic performance of schools, rapid enrollment growth in schools that are overenrolled, the diversity goals of the MNPS Diversity Management Plan (**Appendix B – Diversity Management Plan**), and the fiscal capacity framework developed by the MGT study which the School Board commissioned in 2015.

The analysis of these factors suggests that MNPS seek new school proposals that:

1. Advance academic performance of students that underperform (Review and Target) over multiple years on the Academic Performance Framework (APF).
2. Reduce pressure on overcrowded (>100%) and significantly overcrowded schools (>120%) as recommended by MGT.
3. Add to and do not diminish the number of schools with student enrollment diversity in Nashville.
4. Successfully convert management and transform school performance for a school whose 3-year status is Review or Target on the Academic Performance Framework (APF). Account for and advance identified needs in the context of recently approved new schools (district and charter) that may be growing to address those needs already identified.

Additionally, Tennessee law authorizes consideration of “substantial negative fiscal impact” in decisions to deny charter applications (TCA §49-13-108 (b)). “The local board of education may consider whether the establishment of the charter school will have a substantial negative fiscal impact on the LEA such that authorization of the charter school would be contrary to the best interests of the pupils, school district or community.”

In order to assist the MNPS Board of Education consideration of “substantial negative fiscal impact”, the Office of Innovation will make its presentation of the work of the review teams to the Board in the following manner:

- Schools which do not meet or exceed quality thresholds will be recommended for denial on objective grounds, and those grounds will be provided to the Board for its consideration in approving or rejecting those recommendations.
- Administration will continue to articulate the per school fiscal impact of all new schools proposed so the Board may consider the possibility that new schools, if approved, would carry substantial, negative fiscal impact (be unaffordable).
- Administration will rank order applications not recommended for denial according to the priorities articulated in this guidance (academic performance, overcrowding, diversity, conversion, and location context) so that Board members may take potential approvals one-by-one in descending order of need and determine, as a Board, the threshold beyond which further approval constitutes substantial negative fiscal impact.

Background

MNPS is the 42nd largest urban school district in the nation. The consolidated city-county district covers Nashville and Davidson County, an area of about 525 square miles.

MNPS is a vast and diverse school system, serving students from more than 80 different countries, speaking more than 70 different languages. MNPS has evolved into one of the most racially, ethnically, socio-economically diverse school districts in the country. The district is comprised of 153 schools, including 172 elementary schools, 34 middle schools, 21 high schools, 3 alternative schools, 4 special education schools and over 20 charter schools. MNPS is also proud to have the region's first Big Picture High School, as well as 12 high schools implementing theme-based Academies and a Middle College High School that offers dual high school and college enrollment.

The school district is led by a nine-member elected Board and its appointed Director of Schools. The Board provides leadership and policy direction to MNPS. Funds for the system's operation are approved and provided by the Metropolitan Nashville City Council, as the Board has no taxing authority. Based on a solid foundation of excellence, MNPS has taken public education into the 21st Century with zeal, integrity, creativity, and with growing support and collaboration of the community.

MNPS seeks proposals for new schools that will assist the Board in meeting its goals, address the challenges of rapid student enrollment growth, improve academic achievement to address persistent performance gaps, and advance the goals of the District's Diversity Management Plan (Appendix B)

MNPS issues this application guidance for applicants who are committed to advancing the best interests of the students of Davidson County and expanding the accessible opportunities for academic excellence and diversity available to families and students. Decisions regarding location, facility plans, and transportation plans represent formal commitments that will be evaluated for their ability to contribute to the clear and ambitious goals set by the MNPS Board of Education.

The district articulates its identified needs according to academic performance gaps and trends, enrollment trends, diversity status, population growth, and school capacity rates each year in October. All applications will be evaluated according to quality of the educational plan, financial management and business plan, operational plan and overall capacity in order to determine whether the sponsoring organization demonstrates clear evidence of its ability to deliver high quality educational opportunities and build a sustainable institution capable of serving students as outlined in its application. Applicants who demonstrate this strong capacity for success will also be evaluated on their ability to advance the best interests of Nashville as identified through this annual needs assessment.

The Tennessee Charter School law provides that districts may authorize charters that are in the “best interests of the pupils, school district or community”, TCA §49-13-108.

MNPS issues this annual guidance for applicants in order to clarify and define what the MNPS strategic vision seeks to advance. Our vision is that **Metropolitan Nashville Public Schools will provide every student with the foundation of knowledge, skills, and character necessary to excel in higher education, work and life. We embrace and value a diverse student population and community. Different perspectives and backgrounds form the cornerstone of our strong public education system.**

Requirements for Charter School Applicants

Letter of Intent

Applicants are required to submit a letter of intent (LOI) to both MNPS and the State of Tennessee 60 days prior to submitting a completed application on April 1. The deadline for the 2015 application review cycle is February 2, 2015. Only those applicants submitting a complete letter of intent on or before February 2, 2015 will be eligible to submit full proposals for the 2015 application cycle. (see **Appendix H or the state website for details concerning what is to be included in the LOI**).

Application Logistics

The proposal must follow the Charter School Application as found on the State of Tennessee website, or in **Appendix D** (these are the same documents).

Full application proposals are due on or before Wednesday, April 1, 2015 by no later than 4:30 p.m. CT. MNPS will not accept any proposals received after this date and time. Late or incomplete applications will be returned at the applicant's expense or destroyed after 30 days. Applications must be accompanied by a \$500.00 application fee made out to the Metropolitan Nashville Public Schools. In the event an application is insufficient and returned to the applicant without review, the fee will be returned.

- Each application must include a section corresponding to each set of questions on the application. Full proposals should include a table of contents noting the page number on which each section and each appendix begins.
- Applicant must submit one electronic (pdf) and five (5) hard copies of the application. The electronic copy is considered the master copy in the event of discrepancies, and may be submitted through e-mail, flash drive, CD or Drop Box. E-mailed proposals should be submitted to Carol Swann at Carol.Swann@mnps.org. Hard copies should be submitted to Carol Swann at this address:

**Carol Swann
Metropolitan Nashville Board of Public Education
Office of Innovation, Suite C404
2601 Bransford Avenue
Nashville, TN 37204**

- Applicants should copy each question as posed on the application at the beginning of each section, and sub-sections should be clearly referenced in the answers the questions may be in smaller font if preferred to save space. Each section, sub-section and appendix should be tabbed and labeled for ease of reading by the reviewers.
- Applications must be typed with at least 1-inch page margins and no

smaller than 11 point font, either Ariel or Times New Roman.

- Applications must not exceed 250 pages including appendices, but excluding the budget document and the diversity plan.
- Pages should be numbered consecutively.
- Appendix items should be clearly labeled at the top and bottom of the page citing the title of the appendix and the section of the proposal to which it corresponds.
- Applicant must be a 501(c)(3) non-profit, or submit evidence that they have applied for such status as per Tennessee Charter Law.
- Each governing body resume should be labeled with the individual's affiliation with the proposed school (e.g. design team, founding Board member, treasurer, etc.)
- If a specific question does not apply to the proposed school, please respond "Not Applicable" , with a rationale included that answers why that particular question does not apply to your organization.
- Spell out all acronyms the first time they are mentioned in the application.
- Do not assume that reviewers are familiar with all of the organizations, programs, service providers, curricula, vendors, etc., referenced in your application. Please provide descriptions either in the text or in a footnote.
- When citing research studies, or articles, please include full citations in a footnote or separate reference section.

Proposals will be checked for completeness to ensure all components of the application have been thoroughly addressed and all required attachments have been provided.

Applications missing components or required attachments may not be considered for further review.

The following constitutes a complete submission:

- All required questions in the state charter application have been addressed
- All attachments have been provided
- Required financial documents have been attached
- Diversity Plan is included
- Required formatting as described in this application guidance has been followed
- Required application fee is attached
- Required number of copies have been submitted

Phase I Capacity Review

The capacity review consists of a paper review and evaluation by a trained review team and an interview with the prospective applicant and their proposed governing board. A deliberative consensus assessment by the review team takes place in each of the following categories :

- Education Plan Capacity
- Operational Plan Capacity
- Financial/Business Plan Capacity
- Evidence of overall capacity to open and sustain a high quality learning environment that offers opportunities to all students

An evaluation team made up of reviewers with expertise both internal to MNPS and external stakeholders will be appointed to review the applications. The review team will utilize transparent evaluation criteria, which is outlined in the scoring rubric (**Appendix E**) and which applicants may access while preparing their proposals. These criteria target the attributes that have been shown as key indicators of success for new schools.

Replication

Charter operators who have currently operating schools either within MNPS or elsewhere will also fill out the replication application (**Appendix F**). Replicators with schools already operating within MNPS will be evaluated based on their current and historical performance on the academic, operational and financial performance frameworks (**Appendix G**). Replicators whose performance on the Academic Performance Framework (APF) is not in the Excelling or Achieving categories will not be considered for additional schools.

Proposals submitted from national charter organizations currently managing schools outside of Nashville must demonstrate a strong track record of driving academic gains with similar student populations, as well as display sound fiscal policies and a financially sound plan for network growth that accounts for MNPS demographics, both current and projected.

Capacity Interviews

Applicants whose proposals are complete will be invited to participate in interviews with the the evaluation team reviewing their proposal. These interviews are not a guarantee of authorization, but rather a chance for reviewers to gather clarifying information in order to support a final recommendation to the Office of Innovation for approval or denial of the proposal.

Applications rated as meeting or exceeding the standard in each of the categories above will advance to Phase II. Those applications not rated as meeting standard in one or more categories will be recommended to the MNPS Board of Public Education for denial and will not advance to Phase II. **Strength in one area of the application does**

not negate weaknesses in other areas. Every area (Education Plan, Operational Plan, Financial Plan, and Evidence of Capacity) must meet or exceed standard to be recommended for the next phase.

Phase II Absolute Priorities

All applications meeting the Phase I criteria for approval must meet the absolute priorities of Academic Performance and Diversity Management criteria in order to advance the best interests of the student, district, and community of Nashville-Davidson County. The specific criteria for each of these priorities are as follows:

Academic Performance Benchmarks

- New school will increase the number of Achieving or Excelling schools on an annual and three-year rolling basis
- New school will serve students not currently served in Achieving or Excelling schools
- New school will establish annual performance targets and benchmarks aligned with the Academic Performance Framework (**Appendix G**).

Diversity Management

MNPS views school performance and diversity as critical indicators of success flowing from its vision. All applicants must develop diversity plans that are consistent with the goals and measures of the District's plan, and applications will be reviewed for the quality of the overall plan as well as the impact of the plan on District diversity strategy (See Appendix C). The plan should show:

- New school will meet diversity definitions in the MNPS Diversity Management Strategy
- New school will adopt a Diversity plan supportive of and similar in kind to the MNPS Diversity Strategy
- New school will not reduce the number of diverse schools (district-run or charter) currently operating in Nashville.

Applications which successfully address these two priorities will produce Academic Performance Benchmarks and Targets that will shape one section of the performance contract established for the new school if it is ultimately recommended for approval and approved by the MNPS Board of Public Education. **Applications which do not meet both absolute priorities will not move to Phase III and will be recommended for denial to the Metropolitan Nashville Board of Public Education.**

Phase III Articulated Priorities

Successful applications will serve one or more of the articulated priorities as defined by MNPS in this application guidance. For the 2015 application cycle, the MNPS Articulated Priorities are:

- **Performance Gaps and Management Conversion**
- **Growth/Demand**

In order to assess the degree to which the proposed schools plan to serve one or more of the articulated priorities, applicants will be asked to respond to criteria associated with each priority and directing reviewers to the sections of their capacity plans including but not limited to detailed transportation plans, student recruitment plans, community engagement and communication plans, and facility plans.

Performance Gaps and Management Conversion

Successful applicants will display both a proven model for ensuring academic progress and building productive school culture and a comprehensive plan for engaging stakeholders anew in the transformation effort. MNPS seeks a partnership organization with the capacity, collaboration, and communication necessary to bring about rapid change in our persistently struggling schools. Management Conversion applications are judged competitively and the applicants carry a heavy burden of proof. Each operator will be evaluated based on specific strategies for implementation, and based on successful participation in community forums and/or public hearings seeking community input and support.

Management conversion of existing MNPS schools with three-year academic performance statuses of Target is a top priority for MNPS. Applicants who apply should submit plans for conversion that serve all students residing in the current target school zones while also addressing transition plans, costs, and the possibility that students might be served in addition to the students guaranteed admission by virtue of their residence in the school's current zone.

Successful applications for management conversion will include the following:

- New school will serve all students residing in the current school zone of an MNPS school with a three year status of Target on the Academic Performance Framework (APF) as of fall, 2015.
- Sponsor organization offers experience and planning demonstrating expertise in school turnaround and building schools with readiness to teach, readiness to learn and readiness to act (see Appendix A – RFP for further description).
- New school proposal addresses transition challenges and costs associated with serving all students who reside in the current school zone of an MNPS school with a three-year status of Target on the Academic Performance Framework (APF).
- The three year period for determining the three-year status for district managed

schools begins when new leadership or a new transformation plan is established. For charters, the three-year status commences with the first year of operation under contract with MNPS.

- MNPS will provide notice regarding schools whose three-year status risks falling into target status the next year. Applicants should consider this list in gathering characteristics for its proposal, but specific matching of conversion proposals with schools in target status will not occur prior to October of the year preceding opening
- New school will recruit, retain, locate, and offer transportation plans that will add unique and/or new options for access to high quality educational opportunities
- New school will expand quality educational options for families who are unable to access similar options at present

Growth/Demand

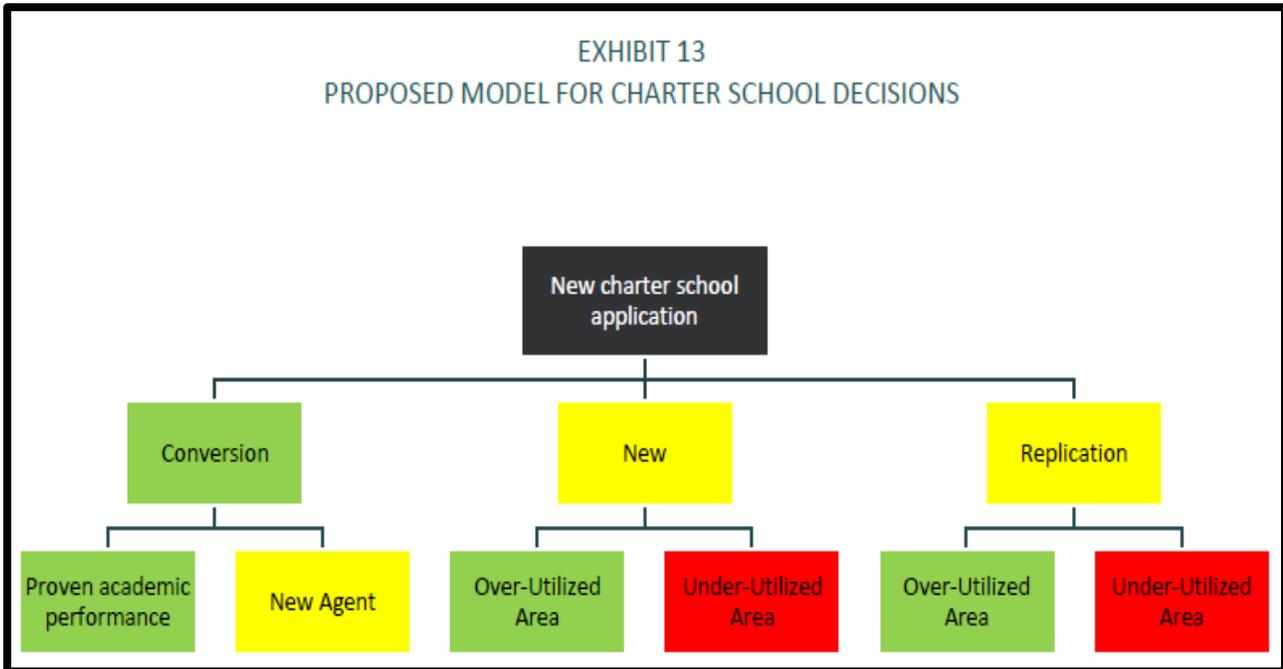
MNPS seeks to open new schools in communities that are experiencing overcrowding. Overcrowded communities across the city have wide-ranging educational needs, community assets, and student populations. When proposing a community in which to locate a new school, potential operators should provide detailed and thoughtful explanations of how their proposed school will meet the unique needs of that particular community and student population.

Successful applications for growth and demand will include the following:

- New school will assist in serving students currently attending schools that are overcrowded or likely to become overcrowded
- New school will offer opportunities to serve students at schools with enrollments that are rapidly declining or below a reasonable threshold
- New school will expand district capacity to respond to population growth consistent with its goals for academic excellence and diversity
- New school will recruit, retain, locate and offer transportation plans that will add unique and/or new options for access to educational opportunities
- New school will expand opportunities for families who are unable to access similar options at present

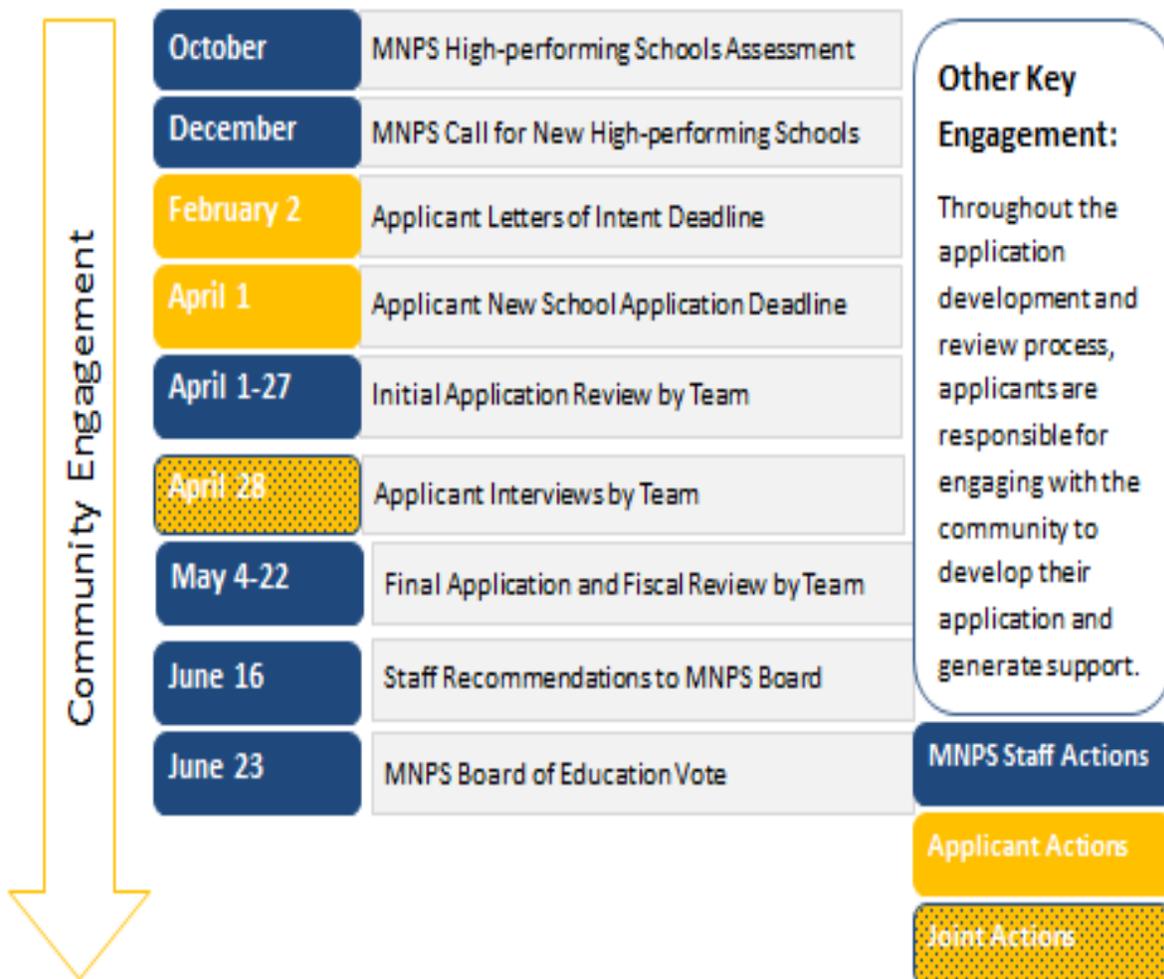
Phase IV Weighing Competing Interests

In 2014, the MNPS Board of Public Education commissioned the development of a framework for considering the potential fiscal impact of new school investments. The report, entitled Charter School Financial Impact Model: Final Report September 11, 2014, includes a simple framework for considering the relative benefits of different kinds of school investments in MNPS.



The proposed model supports consolidation rather than new school investment in under-utilized areas (shown in red), encourages new school investment in management conversion, proven high-performing operators, and areas where overutilization is common (shown in green). Investment in new schools operated by new agents (shown in yellow) requires the Board to exercise discretion after a thorough review of the quality and potential success of the organization.

Timeline for the 2014-15 MNPS New Schools Process



Education 2018: Excellence for Every Student

Metropolitan Nashville Public Schools' plan to become the highest performing urban school district in the United States

Executive Summary

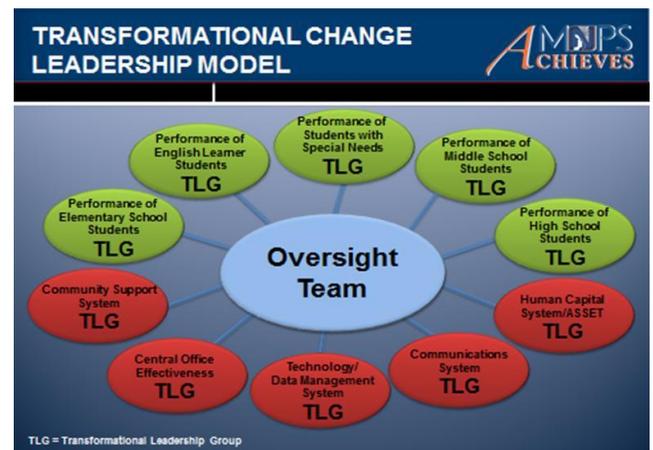
Strategic Plan Overview

This document presents the rationale, goals and strategies for Education 2018, Metropolitan Nashville Public Schools ("MNPS") 2013-2018 strategic plan.

Education 2018 was created by MNPS' Director of Schools, Dr. Jesse Register, and MNPS' Executive Leadership Team, in collaboration with the MNPS Board of Education, district leaders, school leaders, teacher leaders, and national thought partners, based on input provided by students, parents, teachers, coaches, principals, staff, and community partners. The planning process and design was inductive in nature, based on evidence gathered from a comprehensive assessment of the last 4-5 years of reform efforts in Metro Schools, benchmarked comparable districts and extensive research on best practices in education reform.

Why Education 2018?

In 2009, MNPS embarked on an innovative and aggressive reform effort, MNPS Achieves, based on a 10-year meta-review of school system evaluations. MNPS Achieves engaged district and community leaders to collaboratively develop, recommend and implement strategic initiatives to transform district operations, and dramatically improve schools. The urgency of the reform effort was necessitated by low-student performance outcomes, the introduction of significantly higher academic standards, an organizational culture challenged by mistrust and a negative public perception of the school system.



MNPS Achieves was accelerated by an unprecedented \$40 mm in Race to the Top funding, which enabled the district to apply significant support and resources to reform initiatives targeted to improve the district's collaborative culture, and increase student achievement across all subgroups of students. The results have been significant.

Since 2009:

- All student subgroups have experienced academic gains, year-over-year;
- 18% of MNPS students have advanced at least one achievement level on annual state assessments;
- Proficiency rates have improved for all students by 7%, with math proficiency growing significantly;
- ACT results have systemically improved;
- District culture has dramatically improved to become more collaborative;
- Internal systems and operations have been successfully restructured; and
- The district has moved up in the state accountability system demonstrating significant improvements comparable to other districts.

MNPS Achieves has moved us in the right direction. Now, we are aiming for accelerated student achievement, in all classrooms, and in all schools. We will capitalize on our successes, and tackle barriers to future success, to effectively scale transformation. This is especially critical given our recent adoption of the Common Core State Standards, and the upcoming implementation of PARCC assessments in 2014-15. The standards and aligned assessments significantly raise expectations for student and adult performance. We are experiencing burgeoning student enrollment, resource constraints from declines in government spending and significant increases in choice options for families that require long-term visioning for the district. Now is the time for a bold and strategic action plan that will position our district for continued, and accelerated, student success.

Education 2018: Vision & Mission

MNPS' vision was adopted by the Metropolitan Nashville Public School Board in 2009. We are committed to ensuring the attainment of this vision, and we believe our strategic plan will set us on an accelerated path to make this vision a reality.

We will provide every student with the foundation of knowledge, skills and character necessary to excel in higher education, work and life.

We embrace and value a diverse student population and community. Different perspectives and backgrounds form the cornerstone of our strong public education system.

All of our current and future reform efforts are directed to one overarching purpose.

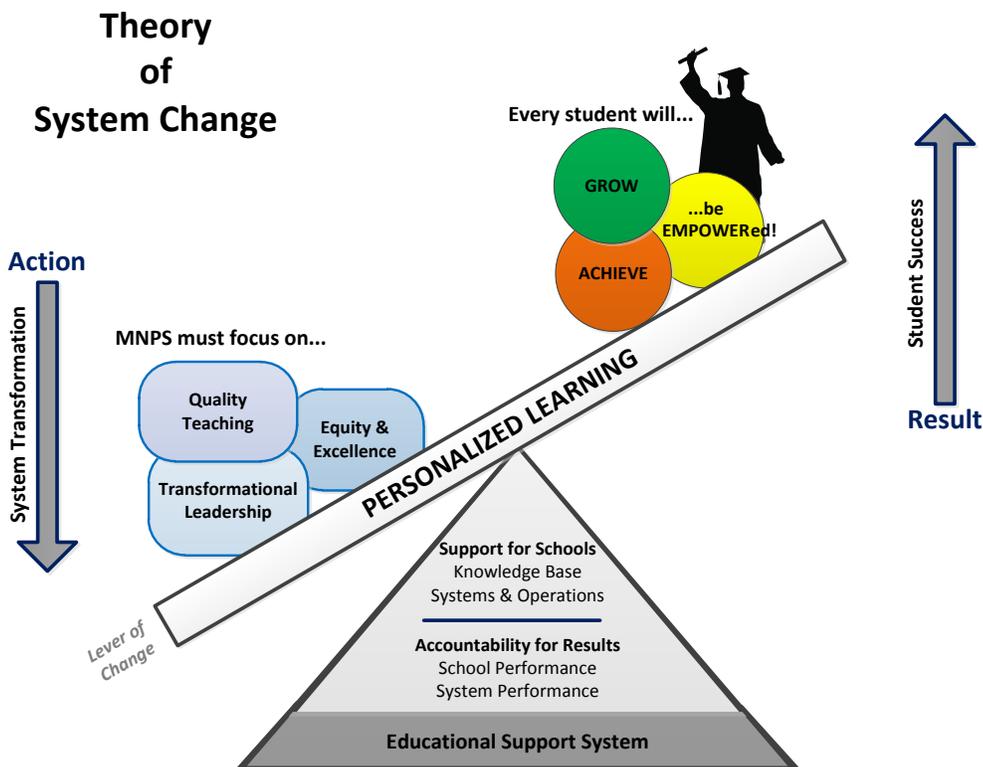
Metropolitan Nashville Public School will transform all schools into high-performing schools that demonstrate excellence through the academic, social and emotional success of every student. Every graduate will be prepared for college and career.

Education 2018: Theory of System Change

Our mission is predicated on the success of *every* MNPS student. Because every student is unique, success will look different for every graduate. This presents a compelling challenge. How do we provide excellent educational experiences for every student, given the diversity in our student population with respect to culture, language, race, socioeconomic status, learning style, interests, abilities and needs? We know diversity is an asset, but we also recognize the high expectations it sets for educators. We are preparing our students for life beyond graduation, but given the rapid pace of change in our economy, and our world, how do we prepare students for careers that have not yet been invented, or college experiences that require broad application of knowledge to increasingly complex fields of study? We believe the answers to these essential questions are found by personalizing learning experiences for all students. We define personalized learning as the creation and development of learning experiences that:

1. Value the contributions of every learner;
2. Raise the rigor in academic content, and set high expectations for all learners;
3. Support progression based on mastery of individual goals;
4. Customize content and instruction to meet the diverse strengths, needs, and interests of every learner; and
5. Strengthen relationships that lie at the center of teaching and learning.

We believe when we personalize learning, our students will grow, achieve and be empowered, leading to student success in college, career and life.



Education 2018: MNPS Educational Support System

A fundamental belief of our theory of system change is: *Knowledge about the needs of students is greatest closest to the student.* Personalized learning experiences must be informed by knowledge generated from students and families, teachers and staff that work directly with students and families, and school leaders that support teachers, staff, students and families. This requires an organizational redesign that transforms the traditional role of the central office from a top-down management system to a system designed to provide meaningful support to schools, and effective accountability for school performance.

Excellent schools require transformational leaders. Transformational leaders must set clear and compelling direction, shape a culture for learning, lead and manage change, transform teaching and learning and manage accountability for results. To do this effectively, school leaders require the ability to make decisions, based on their knowledge, expertise and professional discretion, particularly with respect to staffing, budgeting, program coherence and professional development.

In this transformed organizational design, the central office has two primary functions:

1. CENTRAL OFFICE SUPPORT FOR SCHOOLS

Systems and Operations

A system of high-performing schools requires effective and efficient systems of management and operational support. These include finance; human capital; transportation; data management; IT and learning technology; food service; student services; purchasing & business services; federal programs and grants; research, assessment & evaluation; communications & customer service; and instructional support services. These functions are vital to take advantage of economies of scale, effectively allocate and distribute resources to schools, and to provide the foundational support necessary so that school leaders and teachers can focus on what is most important: students' academic, social and emotional success.

Knowledge Base for Instruction

New knowledge is consistently being generated, shared, applied and created in high-functioning systems. The central office plays an essential role in the continuous development of a knowledge base for exemplary instruction. This is especially critical as we implement new and rigorous Common Core Standards & Assessments that require improved methods of teaching and learning. The central office provides school principals, instructional staff, support staff and teachers expertise, tools and resources in all areas of instructional leadership and curriculum development. Supports include coaches and staff to build capacity, benchmarking of best practices in the field, leadership & professional development, opportunities to network and collaborate with external organizations, quality control for the evaluation of external partners and research-based ideas for the most effective instructional practices.

2. ACCOUNTABILITY FOR SCHOOL & SYSTEM PERFORMANCE

Academic Performance

MNPS has developed an Academic Performance Framework (“APF”) that provides standardized accountability metrics to complement increased school-level autonomy and a transparent set of indicators to assess school performance. The APF’s metrics include academic progress, attainment and college readiness, achievement gaps between subgroups of students and school culture. We will develop the APF to inform decisions regarding rewards, supports, and resource allocation for schools, as well as evaluations of school leaders’ performance. MNPS has released a parent scorecard for families and the community to increase transparency with regard to school performance.

Charter Schools

MNPS has consistently ranked as one of the top districts in the country for charter authorization and oversight. The growth of charter schools in MNPS has exploded in recent years, and is expected to continue. MNPS will assure the highest threshold for quality control in authorizing new schools that adhere to the district’s vision, mission, values and needs. MNPS leadership will work with the Board of Education to continuously assess enrollment, capacity, budget needs and constraints, socioeconomic diversity, zoning changes and school performance trends by geographic zones to determine the need for additional schools, and the effective and efficient management of school resources. MNPS will hold every charter school accountable for exemplary student outcomes and sound fiscal, operational and programmatic management.

Diversity

MNPS embraces and values our diverse student population, and understands that different perspectives and backgrounds form the cornerstone of our strong public education system. We will invest in efforts that support and enhance the diversity in our schools so that we enrich all students’ educational experiences, and prepare our students for citizenship in a diverse community and world. Schools will leverage diversity to create unique and exceptional learning communities, and the central office will track, assess and manage diversity trends, throughout the district, to promote an inclusive culture focused on excellence for all.

Collaborative Culture

MNPS embraces and values a collaborative culture, and understands that excellent education is not an isolated activity. We will leverage and maximize our parent and community partnerships to support accelerated student success, and we will support schools in their efforts to develop professional learning communities. We will assess the development of collaborative culture and diversity through a comprehensive annual evaluation submitted to the Board of Education. Additionally, we will create continuous feedback loops between school stakeholders and the central office to inform our progress, challenges and needs.

Education 2018: MNPS System Transformation

Why personalized learning?

We believe in personalized learning because it works. We have seen time and again, that the schools most adept at developing meaningful personalized learning experiences for students are the schools that accelerate student achievement the farthest, and fastest. The fundamentals for personalized learning are consistent: students are actively engaged in learning; teachers and school leaders set high expectations for all students; principals, teachers and staff know students by name; student input is valued by adults, *and* used to inform decisions; students progress based on mastery; teachers meet students where they are, and support students to determine specific, individual goals for learning; student progress is monitored frequently; teachers spend ample time sharing ideas with one another; teachers integrate technology as a tool for learning; students feel a deep connection to their peers, teachers and school; and students demonstrate significant growth in their learning and development, every year. While the fundamentals for personalized learning are the same, the way they are implemented looks different from school to school – as it should. Our students are not standardized, so it makes no sense for a “one size fits all” mandate to school reform. Our students, families and communities are diverse and unique. When an exceptional principal, and an excellent teaching staff, create personalized learning experiences for students, influenced and determined by their school’s unique identity, context and capacity, great things happen for students, and families.

MNPS Strategies

Our goal is to create the conditions that result in personalized learning experiences for all students. To accomplish this goal, we focus on:

1. **Quality Teaching:** Recruiting, retaining and empowering great teachers
2. **Equity & Excellence:** Directing resources and supports to the specific needs of learners
3. **Transformational Leadership:** Increasing principals’ autonomy and accountability to lead and manage change in their schools

Quality Teaching

We are a business of people. The quality of work our people produce determines the success of our endeavors. Teachers are the most important point of connection with students. As such, student success is dependent on teaching success. In order for our district to become the highest performing school district in the country, we must be the place where the best and brightest in the teaching profession want to work. Our human capital strategies center on recruiting, retaining and empowering excellent teachers who are adept at personalizing learning experiences for students. We will simultaneously expand and target recruitment efforts to better identify school needs, and position our district to be competitive for teaching talent. We have created leadership opportunities for top-tier teachers, and we will expand these efforts to create differentiated roles based on teachers’ unique talents and strengths, and differentiated compensation based on performance and responsibilities. We have used our teacher evaluation system to identify teaching needs, challenges, strengths and best

practices so that instructional leaders can strategically build the capacity of their faculties. We are continuing to develop a vision for exemplary instruction based on solid, evidence-based knowledge of teaching excellence. We are focused on building strong professional learning communities within and between schools so that teachers engage, support and develop one another, and enhance the teaching profession through these social connections. Ultimately, we know that if we invest in our teachers, our students will reap the rewards.

Equity & Excellence

MNPS students represent a rich tapestry of diversity in language, culture, learning style, abilities and interests. Outdated educational paradigms and practices predicated on a “one size fits all” model will not adequately prepare our students for success in school, work and life. Our plan targets central office, school and classroom efforts to direct resources and supports to the specific needs of learners, meeting them where they are, and challenging them to excel beyond expectations. To do this effectively, we are implementing a five-year plan to transition to student-based budgeting, where funding is directly tied to students and their individual needs, and allocated by school leaders to provide academic supports for students. We are expanding all students’ access to learning content, in and out of school, with a particular focus on the lack of access to digital learning content for economically disadvantaged students. We are expanding, developing and sustaining our efforts to leverage community assets and resources to build community schools that provide full-service, non-academic supports for students and families. We know that the playing field is far from level for the vast majority of our students, but with targeted and strategic efforts, we can provide an excellent education for all.

Transformational Leadership

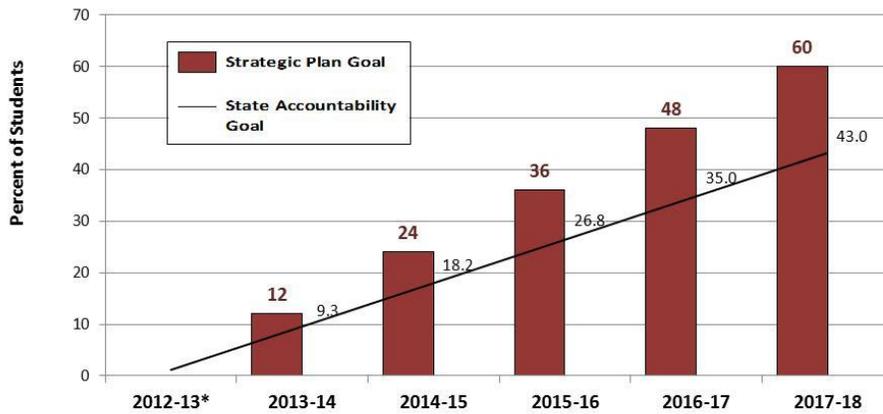
Personalized learning is the primary *lever of change* for transforming the practice of teaching and learning, and the role of the principal is the primary *agent of change* for transforming schools. Principals will pave the way for our district to become the top performing urban system in the country because they are the leaders and managers of academic and cultural change in schools. We will recruit, retain and empower the most talented, knowledgeable and inspiring principals, and provide them with the autonomy to innovate, and demand excellence from their faculty and staff. We will hold principals accountable for meaningful school improvement, and rapid turnaround for chronically under-performing schools. We will support leadership development for aspiring, new and veteran school leaders, and develop the means for genuine collaboration between principals at charter, district and other choice schools. We expect our school leaders to create a culture of continuous improvement, and maintain a positive school climate through distributed and collaborative leadership. We also expect every principal to demonstrate how they provide opportunities for student, parents and teachers to contribute their talents, skills and experiences to support school improvement.

Education 2018: MNPS Student Success

Student Growth

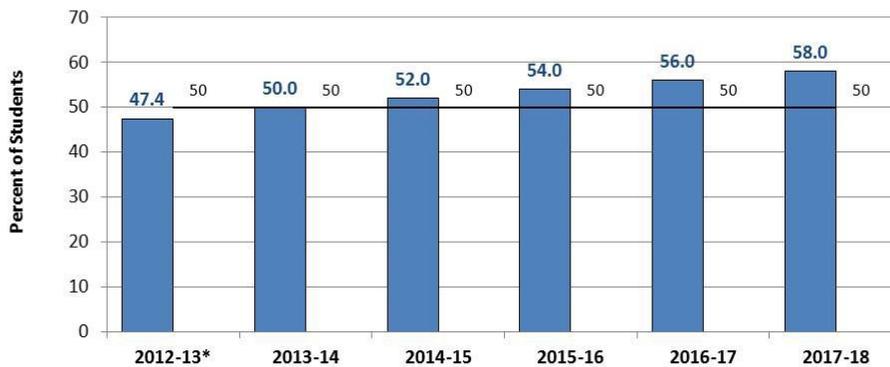
In order for students to develop the knowledge, skills and character to excel in higher education, work and life, they require personalized learning experiences that will ensure their academic growth. Student academic growth is measured by assessing students' academic progress and mastery of standards. Our plan expects students to play a key role in setting goals, and tracking their own progress, side-by-side with teachers, advisors, counselors and parents. Our plan expects that teachers frequently assess student academic growth to constantly inform their instruction. Schools commit to share student data, and student work, with families so that parents can be empowered with the information necessary to support student learning. We believe if we focus on frequent and formative assessment, our students will accomplish significant academic growth.

Cumulative Percent of MNPS Students Gaining an Achievement Level on TCAP/EOC



*Results are composite of TCAP and EOC Reading/LA, Math and Science. 2011-12 data is used as baseline data until 2012-13 data is available.

Percent of MNPS Students Meeting or Exceeding Peers Statewide in Growth on TCAP



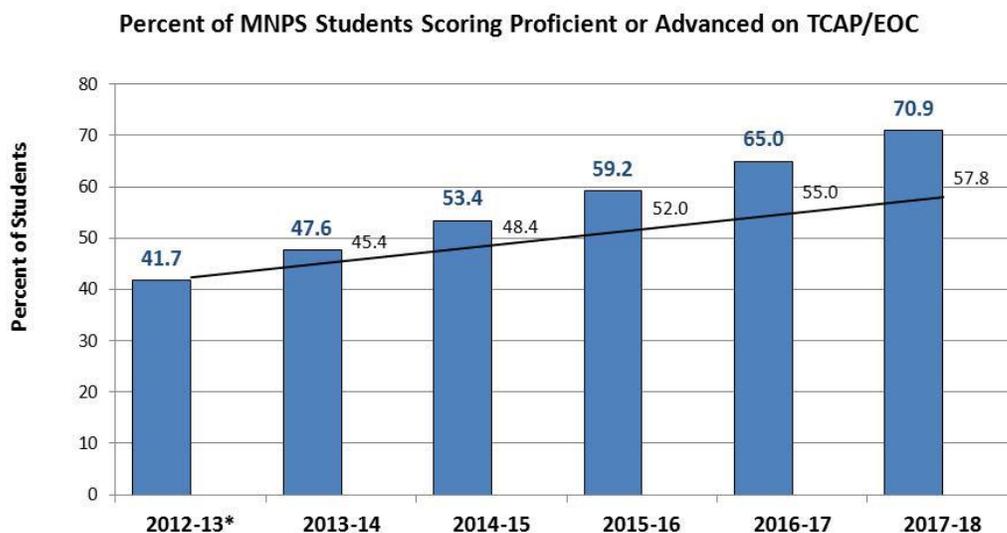
*Results are composite of TCAP and EOC Reading/LA, Math and Science. 2011-12 data is shown for 2012-13 until new data is available.

In order for students to develop the knowledge, skills and character to excel in higher education, work and life, they require personalized learning experiences that will ensure their academic growth, as well as their social and emotional growth. We believe *both* aspects of development are of vital importance to preparation for college and career.

Student social and emotional growth will be measured by assessing students’ sense of belonging and connection to school, in addition to students’ mastery of essential social-emotional skills, including self-awareness, self-management, social awareness, relationships skills and responsible decision-making. We know that the full measure of student progress is not captured in stand-alone test scores, but in a comprehensive analysis of students’ intellectual and emotional growth and development.

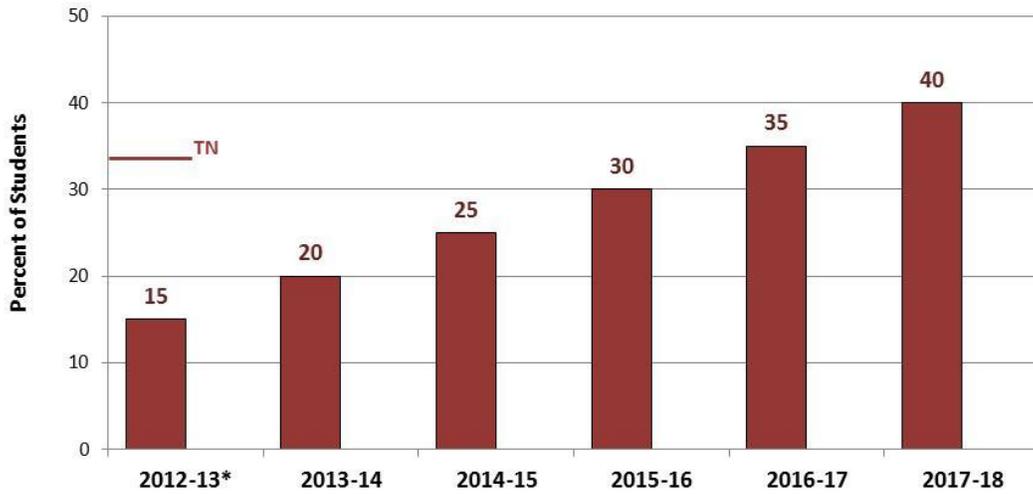
Student Achievement

Students deserve opportunities to pursue and achieve success in higher education, work and life. In order for students to have those doors of opportunity open to them, they must meet certain academic benchmarks, which have become increasingly high with the adoption of rigorous new standards and college-entrance requirements. Student achievement is measured by proficiency on annual assessments, graduation rate and scores on college-entrance examinations, including ACT and SAT. We believe that by increasing the rigor and relevance of learning experiences and implementing the Common Core Standards & Assessments with fidelity, student achievement will significantly accelerate.



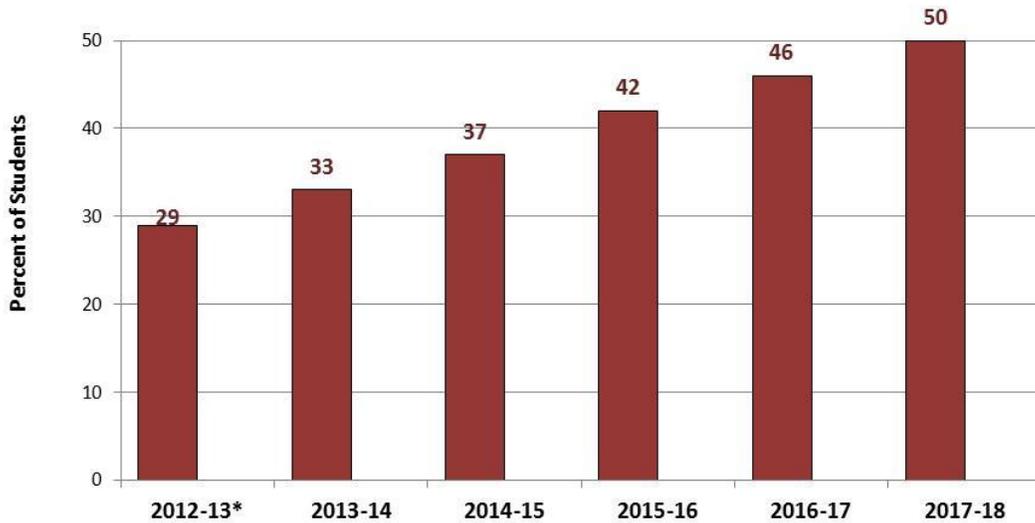
*Results are composite of TCAP and EOC Reading/LA, Math and Science.
2011-12 data is shown for 2012-13 until new data is available.

Percent of MNPS Grade 3-8 Students On Track for 21 or Higher on ACT Composite



*2011-12 data is shown for 2012-13 until new data is available.

Percent of MNPS Seniors Scoring 21 or Higher on ACT Composite



*2011-12 data is shown for 2012-13 until new data is available.

While these measures are essential, we believe they only paint part of the picture of achievement. We will also measure and track the percentage of our students that have access to college and work immersion opportunities during their K-12 experience in our schools. Dual enrollment in college courses, capstone experiences, service learning projects and technology proficiency are some of the important measures that help us determine how we are doing preparing our students for success after graduation.

Student Empowerment

Students need to grow every year, and achieve academic benchmarks, but if we expect them to be successful after graduation, they must be equipped with essential abilities, attitudes and resources to improve their own future. We don't want to simply prepare students to do well on tests. We seek to develop lifelong learners, engaged in processes of inquiry, thinking critically, believing in their own abilities and motivated to advocate for their own success. We expect our students to be contributing members of their community, beginning in kindergarten, and continuing through high school, with the intention that they will actively engage in community life beyond high school graduation.

Far too often, adults make important educational decisions for students, without eliciting the valuable input of students. We believe it is essential to elevate student voice, and increase students' choices with respect to their educational experiences. For that reason, student empowerment will be measured by students' perception of their school, parents' perceptions of their student's school, and teacher-designed rubrics that measure the quality of students' leadership skills. Students are expected to set goals, monitor their own progress and provide input to teachers about their interests and challenges. We will elevate the voices of students and families, and provide them with choices, and meaningful opportunities to improve their school experiences.

The ultimate goal: college and career readiness

Ultimately, the responsibility of our school system is to prepare students for what they will encounter in life beyond their K-12 experiences. We believe when we personalize learning, our students will grow, achieve and be empowered, leading to student success in college, career and life.

Absolute Priority: Diversity Management

Applicants must submit a Diversity Plan in order to be considered under this absolute priority. Failure to satisfy this absolute priority will result in recommendation for denial of the application.

Please develop your plan according to the outline below (please limit responses to 10 pages or fewer).

Please address the following in preparing your diversity plan (If you refer to specific parts of your general application, please provide references to direct evaluators):

1. Articulate your commitment to diversity
 - a. What does diversity mean in this plan, and why is it important in the proposed school?
 - b. How do these compelling interests relate to other goals for the proposed school?
 - c. How will you know whether your compelling interest is being achieved?
2. Articulate your plan
 - a. What race-neutral approaches are available to advance your compelling interest in diversity?
 - b. How will you ensure that the individual decisions are not made according to race?
 - c. Charter schools are required to offer an open enrollment period followed by a random selection lottery without conditions for any grades with more applications than space available. A waiting list is then established among those not selected through the random selection process, and subsequent applications may be added at the bottom of the list on a first come-first served basis. Your plan must account for that legal requirement.
 - d. How will any or all of the following approaches affect your ability to advance your compelling interest in diversity?
 - i. School location
 - ii. Targeted student recruitment
 - iii. Specialized programs
 - iv. Transportation plans
 - v. Grade configurations and feeder plans

Evaluation

MNPS will evaluate the school's diversity plan to determine the likely impact that authorization of the proposed school will exhibit in relation to the District's Diversity Plan.

In order to satisfy the Absolute Priority, a proposed school will:

- Meet diversity definitions in the MNPS Diversity Management Strategy (Appendix C)
- Adopt a Diversity plan supportive of and similar in kind to the MNPS Diversity Strategy
- Not reduce the number of diverse schools (district-run or charter) currently operating in Nashville

Nashville-Davidson County Collaboration Compact:

A collaboration to transform education in Nashville, TN

"Charter schools are public schools, and the service they provide should be celebrated as completely as any other school in the MNPS system.... [T]hese recommendations are submitted to the Metro Nashville School Board as a working document that may serve as a template for increased collaboration, renewed commitment to ensuring an excellent school for every child in Nashville, and a shared sense of dedication to our city and its students and families."

-Choosing Our Future, MNPS, Charter School Working Group Report, February 24, 2009

Recognizing that high performing schools prepare all students for college and career by providing every student highly effective instruction in every classroom, every year, a safe learning environment and a focus on the whole child that supports student achievement and engagement, and

Recognizing that public charter schools are public schools sharing deeply and directly in this mission, and

Whereas, high performing schools are not identified by any specific governance structure, and

Whereas, we desire every public school in Nashville to be a high performing school,

Collaboratively undertaking to build a system of high performing public schools throughout the county, we, the undersigned, pledge:

- To rely on, cultivate, develop, and support highly effective school leaders and teaching professionals
- To disseminate and implement at scale schools that are student-centered, pursuing innovation and actively sharing demonstrated best practices
- To empower parents by offering meaningful choices for students and developing creative ways to engage families in the design and success of their school.
- To collaborate as partners in the city-wide effort to provide an excellent education for all students and, as partners, work to share best practices between classrooms, schools, and leaders

High performing schools rely on, cultivate, develop, and support highly effective school leaders and teaching professionals

Joint Commitments:

Deepen and extend joint engagements that promote efforts to enlarge and enrich the pool of prospective educators and school leaders from both traditional and non-traditional sources.

Create a team of highly effective instructors from both charter schools and other public schools to take part in formal and engaging exchange programs to become the most informed collaborators in the district, taking a leading role in planning and directing an annual Shared Practices Summit.

Charter Commitments:

Provide information within annual reports detailing teacher recruiting, evaluation, and support practices for the purposes of collaborative district-charter learning and continuous improvement.

Continue innovative partnerships to recruit, cultivate, and retain highly effective teachers and school leaders.

District Commitments:

Allow public charter schools access to MNPS staff openings web-site and invite charters to have booths at teacher recruiting events.

Continue to provide leaves of absence for teaching professionals who choose to work in an MNPS public charter school for up to three years.

Continue to offer access to District professional development as widely as practicable for public charter school teachers, leaders, and other personnel, including but not limited to on-line resources such as MNPS Tube.

High performing schools are student-centered, pursuing innovation and actively sharing demonstrated best practices to support their dissemination and implementation at scale

Joint Commitments:

Organize, plan and hold an annual Shared Practices Summit that brings together all high performing public schools in Nashville for sharing and training on specific topics such as support for underserved youth, differentiation, student engagement, leadership development, etc. to advance practical solutions and strategies for addressing common challenges among educational leaders and teaching professionals, culminating in a public event celebrating innovation and best practices regardless of their source within Nashville's public schools.

Charter Commitments:

Serve the same cross-section of students in the city as the other public schools by actively recruiting, serving, and retaining comparable percentages of students as other district schools as allowed under state law in the following categories:

- a. Students with exceptional educational needs
- b. Students who are English Language Learners
- c. Students in other underserved or at-risk populations

Admit and serve all eligible students without regard to academic levels or ability by utilizing the unified admission lottery program and optional school assignment database.

Consult with the district to identify opportunities to add needed capacity or meet identified high priority needs.

Ensure transparency and publicly accessible reporting of student demographic, achievement, and mobility data, discipline, exceptional education, English language learners.

Actively share demonstrated best practices with all public charter schools to scale up what works and build capacity of public schools where appropriate, documenting and recording experiences through specific case studies of innovative reform strategies specific to a charter school (instructional, leadership, operational and management) that have the potential to make a more systemic impact on district strategies and by Sharing best practices within the schools' annual reports as well as each Shared Practices Summit including areas where collaboration with other District or charter schools occurred.

Develop and publicly disseminate professional development opportunities that can be accessed by all District (charter and non) personnel.

Commit to publicly developing and sharing resources such as, data templates, student tracking systems, lesson plan templates, long-term planning documents, etc.

District Commitments:

Include charter schools in the long-term strategic plans of the district including, but not limited to, student assignment planning and facility usage.

Extend quality offerings to larger numbers of students by encouraging the most effective schools expand and replicate, whether those schools are high performing charter schools or other high performing district schools.

Identify and actively share demonstrated best practices with other public schools, and support efforts to introduce and scale such practices as appropriate. Create formal venues and a process of exchange between and among a set of these public schools.

Continue to provide technical support, appropriate services, and available resources from central office departments to assist public charter schools in fulfilling their responsibilities to students with exceptional educational needs, English language learners, and students in other underserved or at-risk populations, whether delivered in the pre-opening period, as part of a regular annual cycle of technical support sessions, or provided on an ad hoc or "just in time" basis.

Continue to make available on a voluntary basis the benefits of school district economy of scale (purchasing contracts, etc.) in order to increase public charter school efficiency and effectiveness with students, including access to Chancery SMS, Gradespeed, the teacher recruitment database, surplus material for sale, and employee benefits.

Maintain a Charter School Office with a service provider function and, when possible, point persons in each Department or Office that interact with and serve public charter schools by continuing to identify and address practices that hinder the success of individual public charter schools or that thwart their expansion or replication.

Hold monthly charter school principal meetings with district personnel in specific areas of the organization to discuss and resolve issues of coordination, compliance, and best practice as they relate to the role of public charter schools in the district's operations.

Undertake its responsibility for oversight in a way that protects the public investment in public charter schools, transparently communicates expectations for each school, and preserves the autonomy of each school while honoring state charter school laws, including assuring openness to all eligible students.

High performing schools empower parents by offering meaningful choices for students and developing creative ways to engage families in the design and success of their school

Joint Commitments:

Collaboratively establish a common high performing school indicator that provides a clear, credible, and intelligible measure, includes multiple variables, weights student growth highly, and strives for clarity of communication to all relevant stakeholders that can be used to improve communication and parent-friendly information regarding all public schools in Nashville.

Create an intra-district joint communication and marketing plan informing parents of the wide array of public school choices including charters, magnets, schools of zone, specialty schools, high school academies, and other public schools, intentionally sharing the message that the district is expanding and improving options for students and families in the effort to create as many high performing models as possible and helping families navigate the choices simply and effectively.

Hold joint parent nights including, Parent University, choice information sessions, and Family Resource Meetings.

Charter Commitments:

Remove barriers for all eligible students to attend public charter schools by offering information regarding school enrollment and pertinent data in all languages and forms (i.e. no barriers to entry)

Track and disseminate through the schools' annual reports, parent engagement practices including, but not limited to, parent hours, volunteer opportunities, surveys, and parent support as a vehicle to share best practices regarding parent engagement strategies with other schools.

District Commitments:

Develop long-term strategic plan for new schools to meet district needs and work with existing and future charter operators to meet those needs.

Continue to provide information about public charter schools on the district website, through the Charter Connections Newsletter, and in messages home informing families of the charter school application process and timeline.

Continue to include charter school parent representatives in cluster and district-wide Parents Advisory Council activities and meetings.

Continue to support parents in all public schools through programs like Parent University and personnel like the Family Liaisons, Cluster Support Teams, and Interpreter or Translation services.

High performing schools collaborate as partners in the county-wide effort to provide an excellent education for all students and, as partners, work to share best practices between classrooms, schools, and leaders

Joint Commitments:

Convene an annual policy forum no later than the end of each calendar year to conduct collaborative discussions regarding legislation of mutual interest to high performing schools regardless of governance to facilitate information sharing and deeper understanding of various legislative priorities whether or not areas of agreement are possible.

Extend the charter-compact advisory group process into an annual meeting to maintain the dialogue, continue the spirit of the compact and focus on specific issues of mutual concern and joint opportunities, and consider revisions and updates that will ensure the collaboration remains relevant, timely, and effective.

Continue to assess and revise language and practices that reinforce notions of "us and them" between charters and other district schools.

Charter Commitments:

Respond to parent demand and work with the district to locate schools in the highest need areas and striving to add capacity in the public education system by serving hard to educate or at-risk populations in alignment with District goals and connected to District feeder patterns

Continue to pursue grant funding in collaboration with the District where such opportunities are mutually beneficial.

District Commitments:

Continue to ensure complete transparency regarding calculation and distribution of 100% of the per pupil share of all eligible district expenditures including facility allocations administered by the State Department of Education according to the Tennessee Charter Law and devote one annual Charter School Principals' meeting to ensuring full understanding and open discussion regarding financial and budgetary interactions between charters and the district that promote misunderstandings whether real or perceived.

Continue to ensure equitable participation for public charter schools in all federally funded District initiatives.

Maintain annual identification of surplus facilities available for charter school use according to the District's facility disposition policy that give high performing charter operators first right of refusal for access to those facilities.

Continue to pursue grant funding in collaboration with charter schools where such opportunities are mutually beneficial.

Continue to provide full access to student data in the data warehouse, student management system, TVAAS database, electronic mail system, and other data and information related to the students served in public charter schools.

Continue to ensure full participation in district-wide interscholastic leagues and other extracurricular competitions.

Whereas, regular and honest communication is the central feature of all productive collaborations, and

Whereas, the open and honest sharing of information fosters understanding and trust, and

Whereas, the educational needs of students require responsive and effective systems to ensure that every student graduates college and career ready no matter what economic changes lie over the horizon, and

The parties further commit to:

Convene regular meetings of the Compact signatories, to monitor and validate district and charter performance in executing the Compact commitments, and publish annual reports regarding progress and challenges in implementation.


Name

Director of Schools, Nashville
Title

12/14/10
Date


Name

MNPS Board of Public Education
Title

12/14/10
Date


Name

Mayor of Nashville
Title

12/14/10
Date

[Signature]
Name

Nashville Chamber of Commerce
Title

12/13/10
Date

[Signature]
Name

LEAD Public Schools
Title

12/14/10
Date

S. Sandra O. Smithson, OSE
Name

Project Reflect/Smithson-Craighead
Title

12/14/2010
Date

Name

Smithson-Craighead Academy
Title

Date

Name

Smithson Craighead Middle School
Title

Date

[Signature]
Name

KIPP Academy East Nashville Prep
Title

12/14/10
Date

[Signature]
Name

New Vision Academy
Title

12/14/10
Date

[Signature]
Name

New Vision Academy
Title

12/14/10
Date

[Signature]
Name

East End Preparatory
Title

12/14/10
Date

[Signature]
Name

STEM Preparatory Academy
Title

12/14/10
Date

[Signature]
Name

Nashville Preparatory Academy
Title

12/14/10
Date

[Signature]
Name

Liberty Collegiate Academy
Title

12/14/10
Date

[Signature]
Name

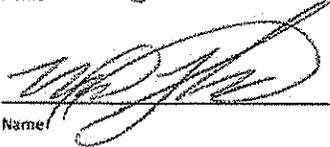
Drexel Preparatory Academy
Title

12/14/10
Date


Name

Ctr. Charter School Excellence (TN)
Title

12/14/2010
Date


Name

TN Charter Schools Association
Title

12/14/2010
Date



APPLICATION FOR A PUBLIC
CHARTER SCHOOL FROM NEW
OPERATORS

For a School Opening in the 2016-17 School Year

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APPLICATION COMPLETION AND SUBMISSION

Determine Submission Requirements

Tennessee law requires one application for each proposed school. When amended applications are submitted to an authorizing LEA, one electronic copy must also be submitted to the Department of Education.

Contents

These items must be included in the public charter school application in the order listed below:

1. Assurances form signed by the authorized agent of the public charter school sponsor
2. Application Narrative
3. Applicable Attachments

Format

1. Place hard copies in three ring binders, with the front cover and spine labeled with, at minimum, the name of the proposed charter school.
2. The application, including attachments, but not including the budget, may not exceed 250 pages.
3. Clearly label and tab each section of the application according to the index.
4. Number all pages in the application (after the table of contents) sequentially (e.g. 1 of 178).
5. Clearly label applicable attachments and reference as appropriate in the narrative.

Filing

Materials must be received by the close of business on the date specified.

Tennessee law provides that when the deadline falls on a Saturday, Sunday, or State observed holiday, the letter of intent and application materials are due to the State on the next business day.

Applicants may be required to submit up to five (5) hard copies, and one electronic copy of the application materials to the authorizer. Authorizers may charge an application fee of up to \$500 per school.

Applicants must submit one electronic copy to the department. Electronic copies may also be submitted via email, online file transfer service, CD, USB drive, etc. Please use the contact information below:

Director of Charter Schools
charter.schools@tn.gov
Tennessee Department of Education
9th Floor – Andrew Johnson Tower
710 James Robertson Parkway
Nashville, Tennessee 37243-0379
Phone: 615-532-6274

NOTE: The ASD has a separate process for chartering schools, outlined [here](#). Do not use this application for the ASD.

GENERAL INFORMATION

NAME OF PROPOSED CHARTER SCHOOL: _____

CHARTERING AUTHORITY FOR PROPOSED CHARTER SCHOOL: _____

SPONSOR/SPONSORING AGENCY: _____

THE SPONSOR IS A NOT-FOR-PROFIT ORGANIZATION WITH 501(c)(3) STATUS: Yes____ No____ In Process____

MODEL OR FOCUS OF PROPOSED SCHOOL: _____

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: _____

MAILING ADDRESS: _____

PRIMARY TELEPHONE: () _____ ALTERNATE TELEPHONE: () _____

EMAIL ADDRESS: _____

NAME OF PROPOSED SCHOOL LEADER (if any): _____

REPLICATION APPLICATION: Yes _____ No _____

Projected Year of School Opening: _____

BEFORE STARTING WORK ON A CHARTER SCHOOL APPLICATION, SPONSORS SHOULD DO ALL OF THE FOLLOWING:

1. Review all elements of The *Tennessee Public Charter Schools Act*, available online at: <http://www.lexisnexis.com/hottopics/tncode/>. Once at this site, click on the link for Tennessee Code and Constitution. The Charter School law is found in Title 49, Chapter 13.
2. Review the startup guides, reference guide, timeline, FAQs, and other materials included on the [Tennessee charter school webpage](#).
3. Contact the LEA which will receive the application to find out any local guidelines for applicants. Several Tennessee LEAs have, as a means of defining what they believe are “the best interests the pupils, school district or community,” (T.C.A. § 49-13-108) outlined specific priorities they ask sponsors to address in applications. Sponsors may choose not to address any of those priorities and, if denied for failing to do so, may appeal to the State Board of Education. However, because Tennessee charter schools “operate within a school district structure,” seeking to align interests early on is likely to increase “accomplishment of the necessary outcomes of education.” (T.C.A. § 49-13-102).

ASSURANCES

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for [name of school] is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-105;
3. Will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
 - a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
 - b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10-7-503, 504) (guidance is available from the [Office of Open Records Counsel](#));
 - c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;
 - d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120 and 127;
 - e. requiring any member of the governing body, employee, officer or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and
7. Will, at all times, maintain all necessary and appropriate insurance coverage.

Signature

Printed Name of Authorized Signer

Title of Authorized Signer

CHARTER SCHOOL APPLICATION

Introduction

This application provides sponsors the opportunity to demonstrate their capacity to design and implement academic and business plans, and to do so as good stewards of public funds. The application should be a plan for helping all students at the school prepare for post-secondary success in education, work and citizenship. It should also be similar to an operations manual, showing future students, families, teachers and school staff what success will look like for the school.

The application is divided into three sections: academic, operational and financial. Decisions to approve or deny, revoke or renew charters are based on the sponsor or governing body's academic, operational and financial performance, including compliance with the law and the charter agreement. Academic program capacity and performance are the most critical factor in evaluating applications and schools. However, operational performance and financial stability directly affect a school's ability to help students succeed in the academic program. Thus, the application should manifest alignment across each section and address the best interests of the pupils, school district or community.

ACADEMIC PLAN DESIGN AND CAPACITY

Mission and Goals

Provide a mission statement for the proposed charter school. Note: the mission statement should indicate in measurable terms what the school intends to do, for whom and to what degree. A school's mission statement provides the foundation for the entire application.

Describe the vision and goals of the proposed school and how they will help achieve the school's mission. In this section describe:

- How the mission and vision of this school will meet the prescribed purposes for charter schools found in T.C.A. § 49-13-102.
- How the mission and vision of this school addresses any priorities set by the chartering authority.
- Specific barriers and/or school needs that may impact student achievement. Explain how this school will help students overcome those specific barriers.
- What the school will look like when it is achieving its mission.

Enrollment Summary

Complete the enrollment chart below and provide a rationale for the grades served and grades served upon opening, and an enrollment growth plan.

GRADE LEVEL	NUMBER OF STUDENTS					
	YEAR 1 20__	YEAR 2	YEAR 3	YEAR 4	YEAR 5	AT CAPACITY 20__
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

11						
12						

ANTICIPATED DEMOGRAPHICS	% OF ECONOMICALLY DISADVANTAGED STUDENTS	% OF STUDENTS WITH DISABILITIES	% OF ENGLISH LANGUAGE LEARNERS

School Development

Provide an overview of the design and development of your proposed school.

- Describe how the concept of your proposed school emerged and detail the process/steps taken to develop your plan from abstract idea to concrete proposal. [Optional: Include the timeframe for each task (i.e., research, drafting, etc.)].
- Detail who participated on the design team and explain the specific roles, responsibilities and contributions of each design team member.
- If an existing school or organization, provide a summary of how teachers, staff, administrators, parents and where applicable, students, participated in the development of the school plan.

Academic Focus and Plan

Academic Focus:

Describe the academic focus of the school. Tennessee law describes an academic focus as “a distinctive, thematic program such as math, science, arts, general academics, or an instructional program such as Montessori or Paideia.” (T.C.A. § 49-13-104).

Academic Plan:

Outline the school’s academic plan, defined by the law as “a platform that supports the academic focus of the charter school and will include instructional goals and methods for the school, which, at a minimum, shall include teaching and classroom instruction methods, materials and curriculum that will be used to provide students with knowledge, proficiency and skills needed to reach the goals of the school.” (T.C.A. § 49-13-104). In this section:

- Articulate how the academic focus supports the school’s mission.
- Describe the most important characteristics of the academic plan, including any specific educational philosophy, instructional methods, or other important features of the proposed school.
- Describe research supporting the academic plan and how the plan will drive academic improvement for all students and help close achievement gaps.
- Detail the proposed instructional goals and methods.
- List specific requirements for implementing the particular approach used, such as co-teaching or aides, technology needs, physical space, etc.
- Explain why the instructional strategies are well-suited for the targeted student population.
- Explain how the academic plan will meet the needs of students with disabilities, English language learners and accelerated or gifted students.
- Explain how the academic plan aligns with Tennessee’s academic standards.
- Describe how the school will implement Response to Instruction and Intervention (RTI²) procedures, including a plan for how data will be collected, progress will be monitored, and instructional decisions made related to student performance.

Academic Performance Standards and Assessments

Charter schools should have a strong plan for evaluating their school’s performance, especially regarding the academic performance of students.

Academic Performance:

- Describe the proposed charter school’s annual and long-term academic achievement goals, in measurable terms.

- Describe process for setting, monitoring and revising academic achievement goals.
- Describe corrective action plans if school falls below state and/or district academic achievement expectations.
- Explain how students will matriculate through the school (i.e., promotion/retention policies and graduation requirements).
- Provide the school's exit standards for students. These should clearly set forth what students in the last grade served will know and be able to do.
- Describe the school's approach to help remediate students' academic underperformance. Detail the interventions and remediation to be implemented and how they will be chosen. Cite the research/rationale for the chosen methods.

High School Graduation and Postsecondary Readiness (high schools only)

- Explain how the school will meet Tennessee graduation requirements. Describe how students will earn credits, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements will exceed those required by the State, explain the additional requirements.
- Describe how graduation requirements will ensure readiness for college or other postsecondary opportunities (i.e., technical centers, community colleges, military, or workforce).
- Outline systems or structures the school will use to assist students at risk of dropping out and/or not meeting graduation requirements throughout the term of the charter.

Assessments

Charter school students must take the same State mandated assessments as students in other public schools. Charter schools also administer additional interim assessments. In this section:

- Identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's chosen curriculum, performance goals and state standards.
- Explain how the school will measure and evaluate academic progress of individual students, student cohorts, sub-groups, and the entire school throughout the school year, at the end of the academic year, and for the term of the charter agreement.
- Explain how the school will collect and analyze student academic data, use data to inform and improve instruction, and report that data to the school community. Identify the person/persons or positions that will be responsible for the collection and analysis of assessment data.
- Explain how school will evaluate data to inform instruction and evaluate academic progress for at-risk students, students with disabilities and English Language Learners.
- Describe the process for collecting data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.
- Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data.

School Calendar and Schedule

Describe how the school will use time strategically to support the vision, mission and education program to drive gains in academic achievement. In this section:

- Provide the annual academic calendar for the school as **Attachment 1**.
- Explain how the annual academic calendar reflects the needs of the academic program.
- Describe goal for student attendance and explain how the school will ensure high rates of student attendance.
- Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science and social studies. Note the length of the school day including start and dismissal times. Explain why this schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week the school will devote to academic instruction in each grade.
- Summarize the number of hours/minutes and days allocated for tiered interventions, enrichment, tutoring and other academic activities.
- Describe a typical school day for a teacher and a student.

- Describe any proposed extra-curricular or co-curricular activities or any other student focused programming the school will offer; when will they begin, how often will they occur and how will they be funded?
- If Saturday School or summer school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Discuss the anticipated participants, including the number of students and the methodology used to identify them. For identified students, is the program mandatory? What are the anticipated resource and staffing needs for these programs?

Special Populations and At-Risk Students

Provide a detailed a comprehensive plan to serve students with special needs including but not limited to those students with federally recognized disabilities; students with Section 504 Plans; English Language Learners; students identified as intellectually gifted; and students at risk of dropping out. In this section describe:

Special Education:

- The extent to which one or more of the founding school team (founding board, instructional leader, etc.) has experience working with special populations.
- Methods for identifying students with special needs and avoiding misidentification.
- How the school will handle over-identification of special education needs.
- Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for special needs students.
- Plans for monitoring and evaluating the progress and success of special education students, including coordination with the LEA's monitoring and evaluation.
- Processes and procedures aligned with IDEA law to exit students who demonstrate sufficient progress.
- Plans for promoting graduation for students with special needs (high school only).
- How the daily schedule, staffing plans and support strategies (i.e. service providers, nursing and educational assistants) will meet or be adjusted for the diverse needs of the students.

English Language Learners (ELL):

- Methods for identifying ELL students (and avoiding misidentification).
- Specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.
- Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.
- Means for providing qualified staff for ELL students.

At-Risk Students:

- Methods for identifying at-risk students through academic and behavioral processes.
- How the proposed school will meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports that will be provided.

School Culture and Discipline

Describe the desired school culture or ethos of the proposed school and how it will promote a positive academic environment and reinforce the charter school's mission, goals and objectives. In this section:

- Explain how the school's culture will reflect high levels of both academic expectation and support.
- Explain how you will create, implement and sustain this culture for students, teachers, administrators and parents starting from the first day of school. Describe the plan for acculturating students who enter mid-year.
- Explain how the school culture will embrace students with special needs, including students with disabilities, English language learners and students at risk of academic failure.

Describe the philosophy for student discipline that supports your proposed school's model. Provide the student discipline policy as **Attachment 2**. The discipline policy should include:

- Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.
- A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled respectively.
- Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.
- An explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings.
- A description of the individuals responsible for carrying out the discipline policies which includes the job description and qualifications (at the administrative level).

Marketing, Recruitment and Enrollment

Describe the marketing, recruitment and enrollment practices of the proposed school.

- Describe how parents and other members of the community will be informed about the school.
- Describe your plan to recruit students in your pre-opening year, including the strategies, activities, events, responsible parties and benchmarks and timelines that will demonstrate suitable progress over time. Describe student recruitment after the school has opened. How will it differ from pre-opening recruitment?
- Describe how students will be given an equal opportunity to attend the school. Specifically describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English Language learners, and other students at risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.
- Provide as **Attachment 3** the school Enrollment Policy, which should include the following:
 - Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms.
 - Nondiscriminatory admission policies, pursuant to T.C.A. § 49-13-107.
 - Any proposed articulation plans or agreements, pursuant to T.C.A. § 49-13-113.
 - An explanation of the purpose of any pre-admission activities for students or parents; and
 - Policies and procedures for student waitlists, withdrawals, re-enrollment and transfers.
- What school zones within the LEA will the school target? Why were these schools selected?
- What outside groups would you target for marketing and recruitment? Consider pre-schools, civic groups, camps, summer programs, faith-based institutions, etc.

Community Involvement and Parent Engagement

Describe how parents and community members have been and will continue to be involved and engaged in the development of the proposed school. In this section:

- Describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.
- Provide as **Attachment 4** the Student Handbook and/or forms that will be provided to or required of students and families, including any “contracts” with students and parents.
- Describe how parents will be informed and educated on all school policies and any commitments or volunteer opportunities the school will seek from, offer to, or require of, parents.
- Outline how the school will engage parents and community members in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parent involvement.
- Discuss the community resources that the school will cultivate for students and parents. Describe any partnerships the school will seek to establish with community organizations, businesses, or other institutions. Specify the nature, purposes, term, and scope of each partnership, including any fee based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include any documentation of pledged support from prospective partners as an **Attachment 5**.

- Include, as **Attachment 6**, letters of support, memoranda of understanding, or contracts that indicate the proposed school is welcomed by the community in which the school intends to locate, is viewed as an attractive educational alternative, and reflects a community’s needs and interests.

OPERATIONS PLAN AND CAPACITY

Governance

Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups. In this section:

- Describe the composition and size of the governing board. Explain how the proposed governance structure and composition will ensure there will be active and effective representation of key stakeholders and will ensure the school will be an educational and operational success.
- Describe how the board will evaluate the success of the school, the school leader and its own performance.
- Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?
- Is the current board the founding board only or will it transition to a governing board upon approval? How will the transition take place? Provide a specific timeline by which the transition will occur.
- Describe the training or orientation new board members will receive. What kinds of ongoing development will existing board members receive?
- How will this board handle complaints? This process should be clear and follow an appropriate route for resolution of concerns raised by students, parents and/or stakeholders.

List all current and identified board members and their areas of focus or expertise roles on the table below (adding rows as needed).

FULL NAME	CURRENT JOB AND EMPLOYER	AREA OF FOCUS/EXPERTISE
CHAIR:		
VICE-CHAIR:		

Please include the following governance documents as **Attachment 7**:

- 7a.** Articles of Incorporation
- 7b.** Proof of non-profit and tax exempt status (
- 7c.** By-laws
- 7d.** Code of Ethics
- 7e.** Conflict of Interest Policy
- 7f.** Organizational charts delineating the relationship between the board, lead administrator, subcommittees and advisory committees
- 7g.** Board member resumes (including references)
- 7h.** Board policies (including policies on open meetings and open records)

Start-Up Plan

Provide a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals). Describe what you anticipate will be the challenges of starting a new school and how you expect to address these challenges. This plan should align with the Start-Up (Year 0) Budget in the Budget Workbook.

Facilities

This section does not require a formal agreement for a facility; however, viable options should be explained. Include in your explanation reasonable space requirements, a plan for space utilization, a discussion of potential costs including build-out, and a timeline for when a facility will be ready for student use.

Please list your plan for facilities and include the following:

- Describe the school’s facility needs based on the educational program and projected enrollment, including number of classrooms, square footage per classroom, classroom types, common areas, overall square footage and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.
- Additional classroom needs including; science labs, art room, computer labs, library/media center, performance/dance room, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces.
- The process for identifying and securing a facility, including any brokers or real estate consultants you are employing to assist in finding a facility.
- A plan for compliance with all Americans with Disabilities Act (ADA) requirements, all applicable city planning review procedures and all health and safety requirements per T.C.A. § 49-13-107.
- Timeline with reasonable assumptions for facility occupation.

Personnel/Human Capital

Describe the school’s proposed leadership structure, and the school’s plan for recruiting and selecting faculty and other staff. In this section sponsors should:

- Give a thorough description of the process for hiring the school leader. Explain how the school leader will be supported, developed, and explain the evaluation model used for the school leader.
- Describe your strategy, plans and timeline for recruiting and hiring additional key staff, including, but not limited to, operational staff, administrators and teachers. Include school’s plan for hiring appropriately licensed “highly qualified” staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school design.
- Describe the capacity of school leadership in terms of skills, experience, and available time to identify and respond to the needs of the staff and students. Provide resumes for school leadership and previous student achievement data for the individual responsible for academic programming (if available) as **Attachment 8**.
- Outline the proposed salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system. Explain the school’s proposed strategy for retaining high-performing teachers.
- Explain how teachers will be supported and developed. Describe the policies and procedures for evaluating staff, providing feedback and celebrating excellence.
- List any positions that will be grant funded. Include the purpose of these positions and how they will be sustained following the grant period.
- Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes.
- Define and elaborate on the procedures for hiring and dismissing school personnel, including conducting criminal background checks.
- Include a copy of the school’s employee manual and or personnel policies as **Attachment 9**.
- Include a copy of the school’s organizational chart and highlight the areas of this structure that relate directly to the school’s vision and mission as **Attachment 10**. The organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.

Fill out the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models.

POSITION	START-UP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
PRINCIPAL/SCHOOL LEADER						
ASSISTANT PRINCIPAL						

DEAN(S)						
ADDITIONAL SCHOOL LEADERSHIP						
ADDITIONAL SCHOOL LEADERSHIP						
CLASSROOM TEACHERS						
CLASSROOM TEACHERS (NON-CORE – SPECIAL EDUCATION, ELL, FOREIGN LANGUAGE, ETC.)						
STUDENT SUPPORT POSITION (SPECIFY – E.G. SOCIAL WORKER, PSYCHOLOGIST, ETC.)						
STUDENT SUPPORT POSITION						
SPECIALIZED SCHOOL STAFF						
SPECIALIZED SCHOOL STAFF						
TEACHING AIDES OR ASSISTANTS						
SCHOOL OPERATIONS SUPPORT STAFF						

Professional Development

Describe the proposed school's professional development plan and opportunities and how they relate to the chosen academic focus and plan. In this section:

- Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan.
- Provide a schedule and overview of professional development that will take place prior to school opening. Explain the topics that may be included during the induction period and how teachers will be supported in delivering unique or particularly challenging aspects of the chosen curriculum.
- Describe the expected number of days and hours for professional development throughout the school year and explain how the school's calendar, daily schedule, and staffing structure support this plan. Include time scheduled for collaborative planning and how such time will typically be used.
- Describe professional development plan in the areas of special education and English Language Learners, including implementation of IEP's, discipline of students with disabilities and communication with ELL families
- Describe how the school's culture and leadership team will support professional growth.
- Describe the plan to cultivate future leadership capacity.
- Explain how the school's staff will demonstrate a spirit of collaboration to share innovative practices across the entire district.

Insurance

Charter schools must have appropriate insurance coverage. This includes workers compensation, employer liability, insurance for the facility and its contents, professional liability (directors and officers and teachers) and sexual abuse. Applicants should check with their local districts to determine the necessary coverage amounts and if the local entity has additional insurance requirements.

Include a letter of required coverage from an insurance company stating they will provide the required coverage upon approval of the charter application as **Attachment 11**. NOTE: if the proposed school intends to have sports teams, additional liability coverage will be required.

Transportation

If applicable, outline your proposed transportation plan as follows:

- How will you transport the students to and from your school? Include extracurricular activities and Saturday school if applicable. Also include budgetary assumptions and the impact of transportation on the overall budget.
- Describe the plan for oversight of transportation operations (e.g., whether the school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof) and who on the school staff will provide this daily oversight.
- Describe how the school will transport students with special transportation needs and how that will impact your budget.
- Describe how school will ensure compliance with state and federal laws and regulations related to transportation services.

Food Service

Describe the school's proposed food service plan and include the following:

- A clear description of how the school will offer food service to the students, including how it will adhere to all nutritional guidelines.
- Include any plans to meet the needs of low-income and academically low-achieving students.
- How the school intends to collect free and reduced price lunch information from qualified families (including those schools that will participate in the Community Eligibility Provision).
- If the school plans to contract for meals, identify the contractor, if known, and describe the services to be provided.
- How the school will ensure compliance with applicable state and federal regulations.

Additional Operations

Describe the school's plan for supporting operational needs of the following:

- Technology:
 - Describe how the school will ensure student access to technology required for state mandated assessments.
 - Describe how technology will be integrated into the school's academic plan.
- Student information management:
 - Describe how the school will ensure compliance with the Family Education Rights and Privacy Act (FERPA) and state regulations regarding student privacy and disclosure of student data and records.
- School health and nursing services:
 - Describe your plan for compliance with the Coordinated School Health Program, including the plan to hire a School Nurse and a description of his/her role in the school. Include who at the school will supervise the School Nurse and his/her role in ensuring compliance with health regulations.
- Safety and security:
 - Describe your plan for safety and security for students, staff, guests, and property.
- School maintenance.
 - Discuss the plan for school maintenance, including maintenance staff or plans to contract for maintenance services.
- Any additional operations as applicable.

If you intend to contract with specific educational service providers, such as a charter management organization (CMO), please detail:

- The name of the CMO or other partner organization if known.
- Selection process and criteria.
- Division of roles between the board and the service provider, and how conflicts of interest will be checked.
- How performance of the provider will be measured.
- Conditions for renewal and termination of the agreement.

- Any monetary obligations of the CMO agreement.
- Include a copy of the CMO agreement as **Attachment 12** if available.

Waivers

Charter applicants should include a list of waivers in the application on the chart below. State laws are available at this site: <http://www.lexisnexis.com/hottopics/tncode> and State Board of Education rules are available at <http://tn.gov/sos/rules/0520/0520/htm>.

Pursuant to T.C.A. § 49-13-105, neither the local board of education nor the commissioner may waive regulatory or statutory requirements related to:

- Federal and state civil rights
- Federal, state and local health and safety regulations
- Federal and State public records
- Immunizations
- Possession of weapons on school grounds
- Background checks and fingerprinting of personnel
- Federal and state special education services
- Student due process
- Parental rights
- Open meetings
- At least the same equivalent time of instruction as required in regular public schools

Rows may be added as necessary.

STATE STATUTE	DESCRIPTION OF STATUTE	PROPOSED REPLACEMENT POLICY OR PRACTICE	HOW WILL WAIVER OF THIS STATUTE HELP STUDENT ACHIEVEMENT?

STATE BOARD RULE	DESCRIPTION OF RULE	PROPOSED REPLACEMENT RULE OR PRACTICE	HOW WILL WAIVER OF THIS RULE HELP STUDENT ACHIEVEMENT?

FINANCIAL PLAN AND CAPACITY

Charter School Financing

The budget worksheet and narrative should be provided as **Attachments 13 and 14**. They do not count toward the 250 page limit for the application.

Public Charter School Planning and Budget Worksheet (Attachment 13)

The budget and financial plan for the charter school must include all anticipated revenues and expenditures. Public charter schools are required to operate under an annual budget on a July 1 – June 30 fiscal year. For purposes of this application, the proposed charter school must submit the Public Charter School Planning and Budget Worksheet which is provided on the department’s [website](#).

Budget Narrative (Attachment 14)

Present a budget narrative including detailed descriptions of budget assumptions, revenue and expenditure projections reflecting proposed growth over time. In this section include:

- A plan for compliance with state and federal accounting and reporting requirements.
- How the proposed budget is adequate to ensure your proposed school model can be implemented fully and how it supports your theory of action concerning student achievement.
- Student enrollment and BEP projections.
- All anticipated funding sources, including grants, state, federal and local per pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.
- All anticipated expenditures including salaries and benefits, yearly pay increases, instructional materials and supplies, equipment and furniture, technology for both student and instructional use, professional development, special education services, student activities and field trips, contracted services (ex. CMO, audit, payroll, IT, etc.), rent and utilities, office supplies and equipment, management fees, capital, contingency and insurance reserve funds.
- The systems and processes by which the organization and school will manage accounting, purchasing, payroll and audits. Include any draft policies on financial controls, etc.
- The procedures governing the deposit and investment of idle funds and comprehensive travel regulations.
- Describe how the school will provide an independent annual audit of organizational and school level financial and administrative operations.
- Describe your team's individual and collective qualifications for implementing the financial plan successfully.
- Discuss the school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected.
- Discuss how one or more high needs student with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.
- If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose the vendors and how you will oversee their activities to ensure fidelity and compliance.

ATTACHMENTS

Please include attachments numbered according to the following schedule.

- ATTACHMENT 1:** Annual Academic Calendar
- ATTACHMENT 2:** Student Discipline Policy
- ATTACHMENT 3:** Student Enrollment Policy
- ATTACHMENT 4:** Student Handbook / Required Forms
- ATTACHMENT 5:** Pledged Support from Prospective Partners
- ATTACHMENT 6:** Letters of Support / MOUs / Contracts
- ATTACHMENT 7:** Board Governance Documents
 - 7a.** Articles of Incorporation
 - 7b.** Proof of non-profit and tax exempt status
 - 7c.** By-laws
 - 7d.** Code of Ethics
 - 7e.** Conflict of Interest Policy
 - 7f.** Organizational charts
 - 7g.** Board member resumes
 - 7h.** Board policies, including policies on open meetings and open records
- ATTACHMENT 8:** School Leader Resumes / Student Achievement Data (if applicable)
- ATTACHMENT 9:** Employee Manual / Personnel Policies
- ATTACHMENT 10:** School Organizational Chart
- ATTACHMENT 11:** Insurance Coverage
- ATTACHMENT 12:** CMO Agreement (if applicable)
- ATTACHMENT 13:** Public Charter School Planning and Budget Worksheet
- ATTACHMENT 14:** Budget Narrative



**TENNESSEE CHARTER SCHOOL APPLICATION EVALUATION
RATINGS AND SAMPLE SCORING CRITERIA**

Ratings and Criteria

State law requires the Tennessee Department of Education to provide “a standard application format,” T.C.A. 49-13-116, and “sample scoring criteria addressing the elements of the charter school application specified in the Tennessee Public Charter Schools Act of 2002,” SBE Rule 0520-14-01-.01(2).

Evaluators will use the following criteria to rate applications. Within each section, specific criteria define the expectations for a well thought out response that “Meets the Standard.” Evaluators will rate the responses by applying the following guidance:

Rating	Characteristics
Meets or Exceeds the Standard	The response reflects a thorough understanding of key issues. It clearly aligns with the mission and goals of the school. The response includes specific and accurate information that shows thorough preparation
Partially Meets Standard	The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.
Does Not Meet Standard	The response is significantly incomplete; demonstrates lack of preparation; is unsuited to the mission and vision of the district or otherwise raises significant concerns about the viability of the plan or the applicant’s ability to carry it out

An application that merits a recommendation for approval should present a clear, realistic picture of how the school expects to operate; be detailed in how this school will raise student achievement; and inspire confidence in the applicant’s capacity to successfully implement the proposed academic and operational plans. In addition to meeting the criteria that are specific to that section, each part of the proposal should align with the overall mission, budget, and goals of the application.

Recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews.

Applications that do not meet or exceed standard in every area will be deemed not ready for approval. Tennessee law states, “The approval by the chartering authority of a public charter school application shall be in the form of a written agreement signed by the sponsor and the chartering authority, which shall be binding upon the governing body of the public charter school. The charter agreement . . . shall be in writing and contain all components of the application.” T.C.A. § 49-13-110(a). Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

INSTRUCTIONS TO REVIEWERS

Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses of each section of the application. Please also remember that all documents, including your individual review, may at some time be available to the public. Additional pages should be used as necessary. For example,

Strengths of the academic plan

“The plan aligns with the overall mission and vision because . . .”

“The chosen curriculum is research based and proven effective with the targeted population of students because . . .”

Weaknesses of the academic plan

“The curriculum and daily schedule do not align with the mission and vision because . . .”

“The discipline plan does not include provisions for students with disabilities.”

Strengths of the operations plan

“The governing body is diverse and will be able to support the school effectively.”

“The plan to recruit school leaders and teachers is robust and aligns with the mission of the school.”

Weaknesses of the operations plan

“The governing board is composed of only two people who do not have sufficient credentials to support school leadership.”

“The staffing projections do not align with the number of students or the stated mission of the school.”

Strengths of the financial plan

“The financial plan is sound and the assumptions are consistent with the mission and vision of the proposed school.”

“The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies.”

Weaknesses of the financial plan

“The budget assumptions include a line of credit from XYZ bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed.”

“The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers.”

SECTION 1 ACADEMIC PLAN DESIGN AND CAPACITY

SCHOOL MISSION AND GOALS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ The mission statement defines the purpose of the proposed charter school. ▪ The mission statement is clear, concise, compelling and measurable. ▪ The vision provides a coherent description of what the school will look like when it is achieving its mission. ▪ Goals are aligned to both the mission and vision and critical to the school's success. 		
Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page
Interview (if applicable)		
Strengths		
Concerns/Questions		

SCHOOL DEVELOPMENT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ A clear, comprehensive explanation of how the design of the school was developed. ▪ A summary of key design team participants, including specific roles and responsibilities. ▪ If an existing organization, a clear summary of how teachers, staff, administrators, parents, community stakeholders and students participated in the design of the school. 		
Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
Concerns/ Questions		Page
Interview (if applicable)		
Strengths		
Concerns/Questions		

ACADEMIC FOCUS AND PLAN

Characteristics of a strong response:

- A clear and comprehensive explanation of the school’s academic focus that is aligned with the school’s mission and vision.
- A framework for a rigorous research based academic plan that reflects the needs of the targeted student population and is aligned with the school’s stated mission and vision.
- A robust and quality curriculum overview, supported by research, with a plan for implementation that includes all grades the school will eventually include.
- Evidence the curriculum design is aligned with the Tennessee State Standards.
- Evidence the proposed academic plan will be appropriate and effective for growing all students while at the same time closing achievement gaps.
- Instructional program offers a continuum of services to students with disabilities English language learners and accelerated or gifted students.
- A description of effective methods for providing differentiated instruction to meet the needs of all students, including a strong plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines.

Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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Strengths **Page**

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Concerns/ Questions **Page**

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Interview (if applicable)

Strengths

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Concerns/Questions

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ACADEMIC PERFORMANCE STANDARDS

Characteristics of a strong response:

- Academic achievement goals are rigorous, measurable and realistic and set high standards and high expectations for student learning.
- Academic goals contribute to the stated mission and vision of the school.
- Clear and compelling process for setting, monitoring and / or revising academic achievement goals.
- Evidence of clear, rigorous promotion/retention and exit policies and standards.
- Appropriate, well-defined corrective action plan if school falls below state and/or district academic achievement expectations.
- A clear description of the school’s approach to help remediate students’ academic underperformance based on assessment and other data, and evidence the chosen approach will result in improved academic achievement.

Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Page

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Concerns/ Questions

Page

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Interview (if applicable)

Strengths

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Concerns/Questions

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HIGH SCHOOL GRADUATION STANDARDS

Characteristics of a strong response:

- Plan for meeting the Tennessee Graduation Requirements (including credits, transcripts, electives, GPA calculation) and compelling explanation of any additional requirements beyond the State's requirements.
- Clear, persuasive explanation of how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities, including trade school, military service, or entering the workforce).
- Effective systems and structures for students at risk of dropping out or not meeting graduation requirements.

Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

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Concerns/ Questions

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Interview (if applicable)

Strengths

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Concerns/Questions

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ASSESSMENTS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Assessment selection will provide sufficiently rich data for evaluation of the academic program and align with state standards. ▪ Assessment plan details the collection and analysis of individual students, student cohorts, and school level performance throughout the school year, at the end of the academic year and for the term of the charter. ▪ A process for using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders. ▪ An explanation of how the organization will use data to inform instruction and evaluate academic progress for at-risk students, students with disabilities and English Language Learners. ▪ Demonstrates an understating of the obligation under state law to participate in the statewide system of assessments and accountability. 		
Application Review		
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Interview (if applicable)		
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SCHOOL CALENDAR		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ School calendar and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction. ▪ Calendar and schedule support implementation of the academic plan and align with stated mission and vision. ▪ Attendance goals are clearly outlined. ▪ Description of a typical day for teachers and students align with key priorities of the academic plan and the overall mission and vision for the school. 		
Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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SPECIAL POPULATIONS AND AT-RISK STUDENTS

Characteristics of a strong response:

- An identified founding school team member with experience working with special populations.
- Clear process for identifying students with disabilities, English Language Learners and at-risk students.
- Clear description of RTI² procedures, including a plan for how data will be collected, progress will be monitored, and instructional decisions made related to student performance
- A viable plan to provide students with special needs with instructional programs, practices and strategies that ensure access to the general education curriculum and academic success.
- Requirements and processes for monitoring services to students in need and plans to exit students that attain sufficient progress.
- An understanding of, and capacity to fulfill, State and federal obligations and requirements pertaining to students with disabilities and English Language Learners.
- A realistic plan for hiring licensed and highly qualified personnel including service providers, nursing and educational assistants.
- Evidence of adequate resources and staff to meet the needs of all students, including professional development for teachers.

Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

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SCHOOL CULTURE AND DISCIPLINE

Characteristics of a strong response:

- A clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support.
- Coherent plan for creating and sustaining the intended culture for students, teachers, administrators, and parents from the school's inception, and for integrating new students and families as they arrive.
- Plan for how school culture will embrace students with special needs.
- Student discipline policy that provides for effective strategies to support a safe, orderly school climate and strong school culture while respecting student rights.
- Evidence of legally sound discipline policies that outline discipline procedures, suspension and expulsion procedures and appeals processes.
- Thoughtful consideration of how the discipline policies protect the rights of students with disabilities.

Application Review

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

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Interview (if applicable)

Strengths

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Concerns/Questions

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MARKETING, RECRUITMENT AND ENROLLMENT

Characteristics of a strong response:

- Articulated student recruitment and marketing plan, timeline, and enrollment policy that will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Language Learners.
- Enrollment policy that complies with state law and district policies.
- Compelling student outreach plan that includes community, family, and student involvement, and that is realistic and likely to foster student retention and community support.

Application Review

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Interview (if applicable)

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Concerns/Questions

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COMMUNITY INVOLVEMENT AND PARENT ENGAGEMENT

Characteristics of a strong response:

- Effective strategies for informing parents and the community about the school’s development both pre- and post-authorization.
- Effective plan for recruiting students prior to the school’s opening.
- Student handbook required as Attachment 3 is comprehensive and provides all necessary information.
- Clear plan for informing and educating parents on school policies.
- A sound and compelling plan for engaging parents and community partners in the design and life of the school.
- Description of existing community resources and partnerships already formed that will benefit students and parents and that include a description of the nature, purposes, terms, and scope of services of any such partnerships; and evidence of commitment from identified community partners.

Application Review

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SECTION 2 – OPERATIONS PLAN AND CAPACITY

GOVERNANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Strong understanding of the roles and responsibilities of a governing board including structure, size, powers, duties and expertise that aligns with the school’s mission and vision. ▪ Proposed structure is likely to ensure effective governance and meaningful oversight of school performance, operations and financials. ▪ Evidence the proposed board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community experience and expertise. ▪ Plans for meaningful board training as required by law. ▪ If applicable, a timely plan for creating or transitioning from a founding board to a school governing board. ▪ Clear, compelling plans to ensure parents have access to the governing board, including a process for complaints that is fair, transparent and a plan for communicating the process. ▪ Sound plan and timeline for board recruitment, expansion and orientation of new members. ▪ Governance documents required as Attachments 7a-7h are complete and align with state laws and district policies. 		
Application Review		
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START-UP PLAN		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Compelling plan for leading the development of the school from post-approval to opening, including identification of a capable individual or team to lead the planning and start-up, as well as a viable plan for compensating this individual or team during the planning year. ▪ Adequately addresses potential challenges. ▪ Detailed start-up plan specifying tasks and timelines which are aligned with a sound start-up budget. 		
Application Review		
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FACILITIES		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Facility plans are reasonable and adequately meet the requirements of the educational program and anticipated student population. ▪ A sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility. 		
Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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PERSONNEL/ HUMAN CAPITAL

Characteristics of a strong response:

- Chosen leaders have necessary qualifications, competencies and capacity for their assigned roles. NOTE: If school leader has not been chosen, a clear description of qualifications, expectations, responsibilities and timeline for hiring is included.
- Identifies strategies for supporting school leadership.
- Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong staff and meet ESEA requirements for being “highly qualified” and are well suited to the school.
- Compensation packages are likely to attract and retain strong staff are clearly defined.
- Provides a strong plan for supporting, developing, and annually evaluating school leadership and teachers that aligns statewide evaluation requirements.
- Effective planning for unsatisfactory leadership/teacher performance and turnover.
- Employee manual required as Attachment 9 is complete and effective.
- The organizational charts provided as Attachment 10 clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.
- Staffing projections for each year are robust and aligned with the educational program and conducive to the school’s success.

Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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PROFESSIONAL DEVELOPMENT		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Professional development standards, opportunities, leadership, and calendar/scheduling effectively support the education program and are likely to maximize success in improving student achievement. ▪ Thoughtful plan for professional development in the areas of special education and English Language Learners, including implementation of IEP's, discipline of students with disabilities and communication with ELL families. ▪ Professional development plan supports professional growth, generates collaboration and cultivates future leadership. 		
Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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INSURANCE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Plan to secure comprehensive and adequate insurance coverage, including worker’s compensation, liability, property, indemnity, directors and officers, automobile, sexual abuse and any other required coverage. ▪ If applicable, additional liability for such activities as sports teams. 		
Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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TRANSPORTATION		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Clear description of transportation plan that includes anticipated routes, extracurricular activities, and Saturday school where applicable. ▪ A comprehensive oversight plan that identifies school staff responsible for this oversight. ▪ Description of how the school will arrange transportation for special needs students where necessary. ▪ Demonstrated familiarity with state and federal regulations relating to provision of transportation services to students. 		
Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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FOOD SERVICE		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ A clear description of how the school will offer food service to all students, adhering to all nutritional guidelines. ▪ A plan to collect free and reduced price lunch information, including procedures to receive reimbursement ▪ A plan to ensure compliance with applicable state and federal regulations. 		
Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
Strengths		Page
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ADDITIONAL OPERATIONS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Detailed plans for use of technology within the classroom and for state assessments ▪ Provides compelling data management plan that includes communication strategies for parents. ▪ Demonstrates understanding of health and safety requirements that includes a plan for hiring a registered nurse for creating individual health plans as required by law. ▪ Detailed safety and security plans for students, staff, guests, and property. ▪ Provides detailed maintenance plan for school facilities. ▪ Rationale and process for selecting CMO and explanation of why the CMO is a strong choice and good fit for the proposed school and community. ▪ Provides clear division of roles between the board and the service provider. ▪ The service arrangement is free of conflicts of interest and there is a viable plan for identifying and managing potential conflicts. 		
Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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WAIVERS		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Detailed description of waivers requested that includes compelling and thoughtful rationale describing how the waivers will impact student achievement. ▪ A demonstrated understanding of the rules and statutes that cannot be waived under Tennessee law. 		
Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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SECTION 3 – FINANCIAL PLAN AND CAPACITY

CHARTER SCHOOL FINANCING		
Characteristics of a strong response: <ul style="list-style-type: none"> ▪ Budget assumptions and reasonable budget numbers that reflect rent, utilities, maintenance, insurance and build-out costs. • Detailed budget assumptions that include the impact of the anticipated number of students who receive free or reduced price lunches. • Detailed financial procedures, policy, or other reasonable assurance that the proposed school will have sound systems and processes in place for accounting, payroll, and independent annual school-level and network-level (where applicable) financial and administrative audits. • Sound criteria and procedures in place for selecting contractors for any administrative services. • Complete, realistic, and viable start-up and five year operating budgets. • Detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable). • Sound contingency plan to meet financial needs if anticipated revenues are lower than estimated. • Individual and collective qualifications for implementing the financial plan successfully, including capacity in areas such as financial management, fundraising and development, and accounting. 		
Application Review		
<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard
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REPLICATION APPLICATION
FOR A TENNESSEE PUBLIC
CHARTER SCHOOL

For a School Opening in the 2016-17 School Year

Performance Frameworks

Metro Nashville Public Schools (MNPS)

Provides an overview of the academic, financial and organizational frameworks that will become part of the charter school contract with Metro Nashville Public Schools

October 2014

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October 2014

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National Association of
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Suite 3500
Chicago, IL 60603-6253

Introduction

About the Metro Nashville Public Schools Performance Framework

Metro Nashville Public Schools in collaboration with the National Association of Charter School Authorizers developed the comprehensive Performance Framework to ensure that each and every school is serving students with a high-quality public education. The Performance Framework sets the academic, organizational and fiscal standards by which Metro Nashville Public Schools students will be evaluated, informing both Metro Nashville Public Schools and individual school officials about school performance and sustainability.

By utilizing the Performance Framework throughout the charter school's life cycle, Metro Nashville Public Schools officials will expand the rigorous standards and metrics by which each and every public charter school is evaluated. This will enable Metro Nashville Public Schools officials to take multiple factors into account when evaluating public charter schools across the district.

Section I. Academic Performance

The Academic Performance Framework includes measures that allow MNPS to evaluate the school's academic performance or outcomes. Specifically, this section answers the question: *Is this school an academic success?* A charter school that meets the standards in this area is implementing its academic program effectively, and student learning—the central purpose of every school—is taking place on a regular, sustained basis. For each measure, a school receives one five (5) ratings: *Excelling, Achieving, Satisfactory, Review, Target*. Each measure is weighted to provide an overall cumulative rating for the school on Academic Performance.

Academic Performance Point Ranges for Each Category

Each school will achieve a rating on their page that looks like this for their academic achievement:

- Excelling**
The school has composite total points of 65 to 100
- Achieving**
The school has composite total points of 55 to 64.99
- Satisfactory**
The school has composite total points of 28 to 54.99
- Review**
The school has composite total points of 20 to 27.99
- Target**
The school has composite total points of 0 to 19.99

Indicators and Measures:

1. K-8 Academic Progress
2. K-8 Attainment and College Readiness
3. K-8 Achievement Gap
4. K-8 School Culture
5. HS Academic Progress
6. HS Attainment and College Readiness
7. HS Achievement Gap
8. HS School Culture

Purpose of the MNPS Academic Performance Framework (APF)

The Academic Performance Framework (APF) was developed in an effort to combine the vast amounts of school data into one overall performance measure. Although it is not possible to measure everything that schools do to help students, the APF comprises key indicators deemed vital by district executive staff, principals, as well as a number of teachers and community members. While it has not yet been determined *exactly* how the APF will be used within MNPS, the following are among the possibilities:

- To support efforts to raise student achievement
- To support the district's accountability status
- To offer standardized accountability metrics to complement increased school-level autonomy
- To inform – but not determine – decisions regarding rewards, supports, and resource allocation for schools
- To provide school communities with a transparent set of indicators to understand school performance

How this Framework is used will ultimately depend upon how well it correlates with other objective performance measures and with observations and perceptions of educators. Single-year school performance data for the previous three school years will be reported annually. In any evaluation or accountability process, the trends over time are more informative than a single data point. The goal is to see schools moving upward on the various measures within the APF.

Performance Indicators & Measures

Four performance indicators are currently utilized in the APF. Indicators are the categories of measures that are used to evaluate school performance. A unified set of indicators yet slightly different individual measures have been developed for K-8 schools and high schools. The intent in both cases is to have a representative cross section of important measures, including critical indicators of student achievement and progress, that provide a fair and reliable picture of overall school performance. Schools are placed into one of five performance categories for each individual measure and receive performance points for each measure based upon their data.

The indicators and associated measures used in the APF and their corresponding weights are defined below:

- **Indicator 1. Academic Progress (50%) – Progress measures reflect academic growth or improvement over time.**
 - Grades K-8
 - Measure 1a. Tennessee Value Added Assessment System (TVAAS) mean one-year Normal Curve Equivalent (NCE) gain for TCAP Reading, Math, and Science (25%)
 - Measure 1b. Mean achievement level one-year increase for TCAP Reading, Math, and Science (25%)¹
 - Grades 9-12
 - Measure 1a. TVAAS mean one-year scale score gain for EOC Algebra I and II; English I, II, and III; and Biology I (25%)

¹ In order to more fairly compare academic increases made by different schools from one year to the next, consideration is given to prior achievement level distributions. Also, the movement of students from a higher to a lower achievement category factors negatively into this scoring metric.

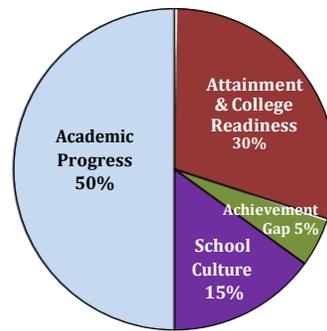
Measure 1b. Mean achievement level one-year increase for EOC Algebra I and II; English I, II, and III; and Biology I (25%)¹

- **Indicator 2. Attainment and College Readiness (30%) – These measures are annual snapshots showing the number of students that meet high standards of achievement.**
 - Grades K-8
 - Measure 2a. Percent of students scoring Proficient or Advanced for TCAP Reading, Math and Science (15%)
 - Measure 2b. Percent of students in grade 4 or 8 (or the school’s highest grade level) that are projected by TVAAS (from all previous state assessment data) to score 21 or above on the ACT college entrance exam Composite by the end of high school (15%)
 - Grades 9-12
 - Measure 2a. Percent of students scoring Proficient or Advanced for Algebra I and II; English I, II, and III; and Biology I (10%)
 - Measure 2b. Percent of students scoring 21 or above on the ACT (or the corresponding score of 980 on the SAT) college entrance exam Composite (10%)
 - Measure 2c. Percent of seniors graduating on-time with a regular high school diploma (10%)

- **Indicator 3. Achievement Gap (5%) – These measures reflect the difference or gap in achievement between subgroups of students (school-wide) that are traditionally disadvantaged and their traditionally non-disadvantaged peers (district-wide).**
 - Grades K-8
 - Measure 3. Achievement gap index based upon differences in TCAP Reading, Math, and Science proficiency between student subgroups determined by race, economic status, disability, and English proficiency (5%)
 - Grades 9-12
 - Measure 3. Achievement gap index based upon differences in EOC Algebra I and II; English I, II, and III; and Biology I proficiency between student subgroups determined by race, economic status, disability, and English proficiency (5%)

- **Indicator 4. School Culture (15%) – These measures reflect the culture of the school – the norms, values, beliefs, traditions, and expectations that direct school activities. Currently educators and students re surveyed, but the eventual goal is to also include perceptions of parents in the APF.**
 - Grades K-8
 - Measure 4a. Mean educator favorability (agreement with positive culture statements) on the TELL Tennessee Survey (5%)
 - Measure 4b. Mean composite favorability from a parent Survey (5%)
 - Measure 4c. Mean composite favorability from students on the TRIPOD Survey (5%)
 - Grades 9-12
 - Measure 4a. Mean educator favorability on the TELL Tennessee Survey (5%)
 - Measure 4b. Mean composite favorability from a parent survey (5%)
 - Measure 4c. Mean composite favorability from students on the TRIPOD Survey (5%)

These indicator weights are shown graphically:



For each school, performance points on the indicators are added up to compute an overall school performance composite. Weights are adjusted as needed for missing data to allow each school the possibility of earning 100% of the points. Schools are assigned to one of five categories – Excelling, Achieving, Satisfactory, Review, or Target – based upon each individual measure and the composite.

This framework, like most performance systems, is not a perfectly level playing field. The challenges in getting results are somewhat greater in some schools (high percent free/reduced lunch) than others. The relationship between progress measures and economic status tends to be smaller than it is with one-time attainment measures, and progress is more heavily weighted than attainment in the APF. But attainment and college readiness are too critical to be ignored. While academic growth is of great importance, for students to be successful after they leave MNPS, they eventually need to reach high standards of achievement on rigorous state or national assessments.

Score Ranges & Reporting

There are pre-established criteria for categorizing performance on individual measures. The table below shows the individual measure score ranges and the composite number of points corresponding to the five performance categories.

Measure		Target	Review	Satisfactory	Achieving	Excelling
Composite (Total Points)		0 - 19.99	20 - 27.99	28 - 54.99	55 - 64.99	65 - 100
Individual Measures	Achv Level Increase % of Goal*	< 5%	5% - 29.9%	30% - 59.9%	60% - 74.9%	75% or greater
	K-8 TVAAS NCE gain*	< -2.0	-2.0 - 0.99	1.0 - 4.99	5.0 - 7.49	7.5 or greater
	HS TVAAS SS gain*	< -5.0	-5.0 - -1.01	-1.0 - 3.99	4.0 - 7.99	8 or greater
	% Proficient/Adv*	< 20%	20% - 29.9%	30% - 59.9%	60% - 74.9%	75% - 100%
	Achievement Gap*	> 20%	12.1% - 20%	4.1% - 12%	0.1% - 4%	0% or less
	TELL TN Survey Favorability	< 60%	60% - 69.9%	70% - 79.9%	80% - 89.9%	90% - 100%
	Tripod Survey % of Points	< 25%	25% - 39.9%	40% - 54.9%	55% - 64.9%	65% - 100%
	K-8 ACT Projections	0 - 4.9%	5% - 9.9%	10% - 39.9%	40% - 59.9%	60% - 100%
	HS ACT 21+	0 - 9.9%	10% - 19.9%	20% - 49.9%	50% - 69.9%	70% - 100%
	Graduation Rate	< 65%	65% - 69.9%	70% - 79.9%	80% - 89.9%	90% - 100%

APF reporting will evolve, and assessments and state accountability measures will change over time (e.g., implementation of Common Core and PARCC assessments). However, we anticipate that the basic approach utilized in the APF will remain relatively stable. Despite future changes in curriculum and assessment, the Framework will continue to utilize a representative cross section of critical measures in order to evaluate whether schools are meeting performance standards and making progress with respect to such things as student academic achievement and growth, the achievement gap, and school culture.

1. K-8 ACADEMIC PROGRESS

- 1.a TVAAS mean NCE gain
(25% weight)
- 1.b TCAP mean achievement level increase as percent of target
(25% weight)

2. K-8 ATTAINMENT AND COLLEGE READINESS

- 2.a TCAP percent of students scoring proficient
(15% weight)
- 2.b Percent of students scoring proficient
(15% weight)

3. K-8 ACHIEVEMENT GAP

- 3.a Index based upon gap in TCAP percent proficient between subgroups
(5% weight)

4. K-8 SCHOOL CULTURE

- 4.a Educator perceptions (TELL TN Survey)
(5% weight)
- 4.b Parent perceptions
(5% weight)
- 4.c Student perceptions (Tripod Survey)
(5% weight)

5. HS ACADEMIC PROGRESS

- 5.a TVAAS mean score gain
(25% weight)
- 5.b Mean achievement level increase as percent of target
(25% weight)

6. HS ATTAINMENT AND COLLEGE READINESS

- 6.a Percent of students scoring proficient on EOC
(10% weight)
- 6.b Percent of students scoring 21 or above on ACT Composite
(10% weight)
- 6.c Percent of students graduating on-time with a regular diploma
(10% weight)

7. HS ACHIEVEMENT GAP

- 7.a Index based on EOC percent proficient between sub-groups
(5% weight)

8. HS SCHOOL CULTURE

- 8.a Educator perceptions (TELL TN Survey)
(5% weight)
- 8.b Parent perceptions
(5% weight)
- 8.c Student perceptions (Tripod Survey)
(5% weight)

Section II: Financial Performance

Indicators and Measures:

1. Near Term Indicators
 - a. Current Ratio
 - b. Unrestricted Days Cash
 - c. Enrollment Variance
 - d. Default

2. Sustainability Indicators
 - a. Total Margin
 - b. Debt to Asset Ratio
 - c. Cash Flow
 - d. Debt Service Coverage Ratio

1. NEAR TERM INDICATORS

1.a. Current Ratio:

(Working Capital Ratio): Current Assets divided by Current Liabilities

Meets Standard

- Current Ratio is greater than or equal to 1.1, OR
- Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's)

Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.

Does Not Meet Standard

- Current Ratio is between 0.9 and 1.0 or equal to 1.0, OR
- Current Ratio is between 1.0 and 1.1 and one-year trend is negative

Falls Far Below Standard

Current ratio is less than or equal to 0.9

1.b. Unrestricted Days Cash:

Unrestricted Cash divided by ([Total Expenses minus Depreciation Expenses] divided by 365)

Meets Standard

- 60 Days Cash, OR
- Between 30 and 60 Days Cash AND one-year trend is positive

Note: For schools in their first or second year of operation, they must have a minimum of 30 Days Cash.

Does Not Meet Standard

- Days Cash is between 15 and 30 days, OR
- Days Cash is between 30 and 60 days AND one-year trend is negative

Note: For schools in their first or second year of operation, they must have a minimum of 30 Days Cash.

Falls Far Below Standard

Less than 15 Days Cash

1.c. Enrollment Variance:

Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget

Meets Standard

Enrollment Variance equals or exceeds 95% in the most recent year

Does Not Meet Standard

Enrollment Variance is between 85% and 95% in the most recent year

Falls Far Below Standard

Enrollment Variance is less than 85% in the most recent year

1.d. Default

Meets Standard

School is not in default of loan covenant(s) and/or is not delinquent with debt service payments

Does Not Meet Standard

School is in default of loan covenant(s), but has worked with lender(s) to restructure debt service payments

Falls Far Below Standard

School is in default of loan covenant(s) and/or is delinquent with debt service payments

2. SUSTAINABILITY INDICATORS

2.a. Total Margin:

Net Income divided by Total Revenue and Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues

Meets Standard

- Aggregated Three-Year Total Margin is positive and the most recent year Total Margin is positive, OR
- Aggregated Three-Year Total Margin is greater than -1.5%, the trend is positive for the last two years, and the most recent year Total Margin is positive

Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.

Does Not Meet Standard

Aggregated Three-Year Total Margin is greater than -1.5%, but trend does not meet standard

Falls Far Below Standard

- Aggregated Three-Year Total Margin is less than or equal to -1.5%, OR
- The most recent year Total Margin is less than -10%

2.b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

Meets Standard

Debt to Asset Ratio is less than 0.90

Does Not Meet Standard

Debt to Asset Ratio is between 0.90 and 1.0

Falls Far Below Standard

Debt to Asset Ratio is greater than 1.0

2.c. Cash Flow:

Multi-Year Cash Flow = (Year 3 Total Cash) minus (Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash) minus (Year 1 Total Cash)

Meets Standard

- Multi-Year cumulative cash flow is positive and cash flow is positive each year, OR
- Multi-Year cumulative cash flow is positive, cash flow is positive in one of two years, and cash flow in the most recent year is positive

Note: For schools in their first or second year of operation, they must have positive cash flow.

Does Not Meet Standard

Multi-Year cumulative cash flow is positive, but trend does not meet standard

Falls Far Below Standard

Multi-Year cumulative cash flow is negative

2.d. Debt Service Coverage Ratio:

(Net Income + Depreciation + Interest Expense) divided by (Annual Principal, Interest, and Lease Payments)

Meets Standard

Debt Service Coverage Ratio is equal to or exceeds 1.10

Does Not Meet Standard

Debt Service Coverage Ratio is less than 1.10

Falls Far Below Standard

Not Applicable

Section III: Organizational Performance

Indicators and Measures:

1. Education Program
 - a. Charter Terms
 - b. Compliance with Education Requirements
 - c. Students with Disabilities Rights
 - d. English Language Learner Rights
2. Financial Management and Oversight
 - a. Financial Reporting and Compliance Reporting
 - b. Generally Accepted Accounting Principles
3. Governance and Reporting
 - a. Governance Requirements
 - b. Accountability of Management
 - c. Reporting Requirements
4. Students and Employees
 - a. Rights of Students
 - b. Attendance
 - c. Credentialing
 - d. Employment Rights
 - e. Background Checks
5. School Environment
 - a. Facilities and Transportation
 - b. Health and Safety
 - c. Information Handling
6. Additional Obligations
 - a. All Other Obligations

1. EDUCATION PROGRAM

1.a Is the school implementing the essential terms of the education program as defined in the current charter agreement?

Meets Standard

The school implemented the essential terms of the education program in all material respects. The education program in operation reflects the essential terms as defined in the charter agreement.

Does Not Meet Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

1.b Is the school complying with applicable education requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to education requirements, including but not limited to:

- Instructional days or minutes requirements
- Graduation and promotion requirements
- Content standards, including Common Core
- State assessments
- Implementation of mandated programming as a result of state or federal funding

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

1.c Is the school protecting the rights of students with disabilities?

☐ Meets Standard

Consistent with the school's status and responsibilities as either a Local Education Agency (LEA) or school in a district LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to:

- Identification and referral
- Operational compliance including the academic program, assessments, discipline, and all other aspects of the school's program and responsibilities
- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
- Appropriately carrying out student Individualized Education Plans and Section 504 plans
- Access to the school's facility and program to students and parents in a lawful manner and consistent with students' abilities
- Securing of all applicable funding

☐ Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

☐ Falls Far Below Standard

The school failed to implement its program in the manner described above.

1.d Is the school protecting the rights of English Language Learner (ELL) students?

☐ Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement (including Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities) relating to English Language Learner requirements, including but not limited to:

- Required policies related to the service of ELL students
- Proper steps for identification of students in need of ELL services
- Appropriate and equitable delivery of services to identified students
- Appropriate accommodations on assessments
- Exiting of students from ELL services
- Ongoing monitoring of exited students

☐ Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

☐ Falls Far Below Standard

The school failed to implement its program in the manner described above.

2. FINANCIAL MANAGEMENT AND OVERSIGHT

2.a Is the school meeting financial reporting and compliance requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to financial reporting requirements, including but not limited to:

- Complete and on-time submission of financial reports, including annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an education service provider
- On-time submission and completion of the annual independent audit and corrective action plans, if applicable
- All reporting requirements related to the use of public funds

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

2.b Is the school following Generally Accepted Accounting Principles?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to:

- An unqualified audit opinion
- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses
- An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

3. GOVERNANCE AND REPORTING

3.a Is the school complying with governance requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to governance by its board including but not limited to:

- Board policies, including those related to oversight of a charter management organization, if applicable
- Board by laws
- State open meetings law
- Code of ethics
- Conflicts of interest
- Board composition and/or membership rules (e.g. requisite number of qualified teachers; ban on employees or contracts serving on the board, etc.)
- Compensation for attendance at meetings

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

3.b Is the school holding management accountable?

Meets Standard (Option 1)

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to oversight of school management (including, if applicable, a charter management organization). The board maintains authority over the management and holds it accountable for performance as agreed under a written performance agreement, including but not limited to:

- Agreed upon performance expectations (academic, financial, and operational, as applicable)
- Required annual financial report of the management organization, if applicable, OR

Meets Standard (Option 2)

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to oversight of school management, including but not limited to:

- (For Education Service Providers) maintaining authority over management, holding it accountable for performance as agreed under a written performance agreement, and requiring annual financial reports of the education service provider
- (For Others) oversight of management that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

3.c Is the school complying with reporting requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to relevant reporting requirements to the school's authorizer, state education agency, district education department, and/or federal authorities, including but not limited to:

- Accountability tracking
- Attendance and enrollment reporting
- Compliance and oversight
- MNPS Board of Education EE 17 requirements
- Additional information requested by the authorizer

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

4. LEGAL OBLIGATIONS: STUDENTS AND EMPLOYEES

4.a Is the school protecting the rights of all students?

Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to the rights of students, including but not limited to:

- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
- The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law)
- Due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
- Conduct of discipline (discipline hearings and suspension and expulsion policies and practices).

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

4.b Is the school meeting attendance goals?

Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to attendance goals.

Does Not Meet Standard

The school failed to meet the school wide attendance goals in the manner described above.

Falls Far Below Standard

The school failed to meet the school wide attendance goals in the manner described above and its attendance rates were more than 10 percentage points below the state's attendance rates.

4.c Is the school meeting teacher and other staff credentialing requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement (including the federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the ESEA) relating to state certification requirements. The school ensures that only appropriately credentialed and/or otherwise qualified staff are employed by the school in ways that are consistent with their expertise.

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

4.d Is the school respecting employee rights?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act and employment contracts. The school does not interfere with employees' rights to organize collectively or otherwise violate staff collective bargaining rights.

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

4.e Is the school completing required background checks?

Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to background checks of all applicable individuals (including staff and members of the charter community, where applicable).

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

5. LEGAL OBLIGATIONS: SCHOOL ENVIRONMENT

5.a Is the school complying with facilities and transportation requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to the school facilities, grounds, and transportation, including but not limited to:

- Fire inspections and related records
- Viable certificate of occupancy or other required building use authorization
- Documentation of requisite insurance coverage
- Student transportation

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

5.b Is the school complying with health and safety requirements?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to safety and the provision of health related services, including but not limited to:

- Appropriate nursing services and dispensing of pharmaceuticals
- Food services requirements
- Other district resources, if applicable
- Security measures in place for extraordinary circumstances (school security hired, written evacuation procedures, lock-down procedures, evidence of practice drills, crisis team identified and trained)

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

5.c Is the school handling information appropriately?

Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to security, including but not limited to:

- Maintain the security of and provide access to student records under the Family Educational Rights and Privacy Act and other applicable authorities
- Access to documents maintained by the school under the state's freedom of information law and other applicable authorities
- Transfer of student records
- Proper and secure maintenance of testing materials

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.

6. ADDITIONAL OBLIGATIONS

6.a Is the school complying with all other obligations?

Meets Standard

The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter agreement that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources:

- Consent decrees
- Intervention requirements by the authorizer
- Requirements by other entities to which the charter school is accountable (e.g. state education agency)

Does Not Meet the Standard

The school failed to implement its program in the manner described above; however, the school promptly came into compliance once the shortcoming(s) were identified.

Falls Far Below Standard

The school failed to implement its program in the manner described above.



LETTER OF INTENT TO APPLY FOR A TENNESSEE PUBLIC CHARTER SCHOOL - 2015

All applicants must file a Letter of Intent at least 60 days prior to the application deadline of April 1, 2015. This letter must be delivered to the local board of education and the Tennessee Department of Education no later than February 2, 2015.

Submit the letter of intent via email to charter.schools@tn.gov.

Contact the local board of education to determine where to submit the letter of intent.

NAME OF PROPOSED CHARTER SCHOOL: _____

CHARTERING AUTHORITY FOR PROPOSED CHARTER SCHOOL:

SPONSOR/SPONSORING AGENCY: _____

MODEL OR FOCUS OF PROPOSED SCHOOL: _____

Provide the name of the person who will serve as **the primary contact** for the Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding the Application.

NAME OF CONTACT PERSON: _____

MAILING ADDRESS: _____

PRIMARY TELEPHONE: (____) _____ **ALTERNATE TELEPHONE:** (____) _____

E-MAIL ADDRESS: _____

NAME OF PROPOSED SCHOOL LEADER (if any): _____

REPLICATION APPLICATION: YES NO

Projected Year of School Opening: _____

ENROLLMENT PROJECTIONS

	GRADE LEVELS	TOTAL STUDENT ENROLLMENT
YEAR ONE		
YEAR TWO		
YEAR THREE		
YEAR FOUR		
YEAR FIVE		
YEAR SIX		
YEAR SEVEN		
YEAR EIGHT		
YEAR NINE		
YEAR TEN		

CURRENT LEADERSHIP

List all current and identified board members and their intended roles on the table below (attach additional names and information as needed).

FULL NAME	CURRENT JOB AND EMPLOYER	FOCUS/EXPERTISE*

**Community Service/Outreach, Legal Expertise/Attorney, Public Relations, Education, Management/Organizational Experience, Parent/Community Involvement, Finance, Marketing, Fundraising/Grant Writing, Personnel/Human Capital, Other (please elaborate)*

Please provide an abstract for your proposed school (two pages maximum). Please address the following elements:

- Mission and vision for the proposed school,
- Academic focus and plan,
- The need for the proposed school,
- The targeted population of students,
- Community outreach completed or planned, and
- Individual or organizational history of success/accomplishments in education

APPLICANT ELIGIBILITY

Tennessee law limits who may sponsor a charter school and proscribes what type of entity may operate a charter school. T.C.A. § 49-13-104(7), 106(c). **Please read the following statements and confirm eligibility to submit an application and verify the status of or plans for the governing body.**

The sponsor of this charter school is not “a for-profit entity, a private elementary or secondary school, a post-secondary institution not accredited by the Southern Association of Colleges and Schools [now [AdvancEd](#)], a religious or church school” and does not “promote the agenda of any religious denomination or religiously affiliated entity.”

Charter schools must be operated by entities that have exemption from federal taxation under § 501(c)(3) of the Internal Revenue Code. Please check one of the following, as applicable:

The sponsor of this charter school is a not-for-profit organization with 501(c)(3) status.

The sponsor of this charter school is a not-for-profit organization and has applied for 501(c)(3) status.

I will provide evidence of non-profit incorporation and 501(c)(3) status at the time of contracting with the chartering authority.

The complete Tennessee Public Charter Schools Act is contained in T. C.A. §§ 49-13-101 through 137, and in § 8-35-242. You can access Tennessee laws [here](#).

CONFLICT OF INTEREST

Please identify any potential conflicts of interest that you or any board member may have in the space below. This is in alignment with best practices for both non-profit and charter school governance and is also aligned with Tennessee Charter Law §49-13-111 (g), which reads “with regard to conflicts of interest, the governing body of a charter school shall be subject to TCA §§ 12-4-101 and 12-4-102. These portions of Tennessee law govern public contracts and personal interests of officers and boards of directors. If approved, board members will be subject to filing form SS-8805 with the district in which it resides.

By my signature below, I affirm that all of the above statements are true to the best of my knowledge and belief.

Signature

Date

ELIGIBILITY CRITERIA

An existing Tennessee operator proposing to open an exact model (including focus and grade levels) of an existing school currently authorized by a Tennessee chartering authority may submit just this replication application, along with the original application of the school you are proposing to replicate.

An operator who is not an established Tennessee charter operator or is an established Tennessee charter operator who would like to change their focus and/or grade structure will need to fill out both the original charter application and this replication application.

Because Tennessee law requires sponsors to submit one application per school they propose to open, existing operators must submit a replication application for **each** school they are proposing to open.

This replication application allows existing operators to describe their organization's structure, track record, and capacity to operate one or more schools in Tennessee. Submitting this replication application in lieu of an original application, reduces duplication of effort for sponsors and authorizers, and allows authorizers to see both the school and network capacity of a sponsor proposing to operate multiple schools.

The Tennessee operator requesting replication must:

- Be in compliance with local, state, and federal laws and their charter contract.
- Be in at least Year 2 of operation.
- Provide student performance data analysis from state assessments, including: TCAP Achievement; EOC; K-2; Writing; EXPLORE; PLAN; ACT.

APPLICATION INSTRUCTIONS

Format: All pages must be typed with 1-inch page margins and 12-point font single-spaced and include consecutive page numbers in the footer. Each major section (Academic Plan, Operations Plan, etc.) must be on separate pages.

Document Length: The application may not exceed 25 pages, not including applicant information page or attachments.

Attachments: All attachments should be clearly identified and properly labeled at the end of the application. The following attachments should accompany this application:

1. Organization Annual Report
2. Network Organization Charts
3. Charter Management Organization Documentation (if applicable)
4. School Organization Chart
5. Budget Narrative
6. Detailed Budget Forms
7. Achievement/Growth Results
8. Portfolio Summary
9. School Reports/Evaluations
10. School Financials
11. Litigation Document
12. Original Application

Filing: Materials must be received by the close of business on the date specified. Applicants may be required to submit up to five (5) hard copies, and one electronic copy of the application materials to the authorizer. Authorizers may charge an application fee of up to \$500 per school. Applicants must submit one electronic copy to the department. Electronic copies may be submitted via email, online file transfer service, CD, USB drive, etc. Please use the following contact information:

Director of Charter Schools
charter.schools@tn.gov
 Tennessee Department of Education
 9th Floor – Andrew Johnson Tower
 710 James Robertson Parkway
 Nashville, Tennessee 37243-0379
 Phone: 615-532-6274

APPLICANT INFORMATION

CHARTERING AUTHORITY FOR PROPOSED CHARTER SCHOOL: _____

SPONSOR/SPONSORING AGENCY: _____

Provide the name of the person who will serve as **the primary contact** for this application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this application.

NAME OF CONTACT PERSON: _____

MAILING ADDRESS: _____

PRIMARY TELEPHONE: () _____ **ALTERNATE TELEPHONE:** () _____

EMAIL ADDRESS: _____

NAME OF PROPOSED SCHOOL LEADER (if any): _____

NAME OF PROPOSED CHARTER SCHOOL: _____

PROJECTED YEAR OF SCHOOL OPENING: _____

CITY OR GEOGRAPHIC COMMUNITY _____

Does the proposed school intend to contract or partner with a charter management organization (CMO) or not-for-profit education service provider? *Note: Tennessee law currently permits an operator to contract with non-profit service providers. It does not permit operators to contract with for profit service providers.*

Yes No

If yes, identify the CMO or other partner organization:

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? Yes No

If yes, complete the table below, adding lines as needed.

STATE	AUTHORIZER	PROPOSED SCHOOL NAME	APPLICATION DUE DATE	DECISION DATE

ASSURANCES

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for [name of school] is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the Charter School Act;
2. Will follow all federal, state and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-105;
3. Will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will comply with all provisions of the Charter Schools Act, including, but not limited to
 - a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
 - b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10-7-503, 504) (guidance is available from the [Office of Open Records Counsel](#));
 - c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;
 - d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120 and 127;
 - e. requiring any member of the governing body, employee, officer or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and
7. Will, at all times, maintain all necessary and appropriate insurance coverage.

Signature

Printed Name of Authorized Signer

Title of Authorized Signer

SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

In this section applicants should provide a clear, specific and concise response regarding the existing academic plan, as it supports replication.

1. Provide a statement describing the mission of the new school.
2. Describe the existing academic plan.
 - Describe any key academic plan features for the replication school that will *differ* from the operator’s existing schools.
 - Explain why you would implement these different features, any new resources they would require, and the rationale for the variation in approach.

Target Population and Enrollment

1. Describe the target student population of the replication school, including the demographic profile.
2. Explain the need for this particular school with regards to the target student population.
3. Describe how the implementation of the academic plan will meet the needs of the proposed target population.
4. Describe any enrollment practices, processes, and policies that will *differ* from the existing school.
5. Complete the enrollment summary chart below.

GRADE LEVEL	NUMBER OF STUDENTS					
	YEAR 1 20__	YEAR 2	YEAR 3	YEAR 4	YEAR 5	AT CAPACITY 20__
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

Performance Management

1. Describe any mission-specific **educational** goals and targets that the organization will have. State goals clearly in terms of the measures or assessments you plan to use.
2. Explain how the organization will measure and evaluate academic progress – of individual students, student cohorts, each school, and the network as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract.
3. Describe the organization’s approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.
4. Describe the organization’s plans to monitor performance of the portfolio as a whole. What actions will you take if the network as a whole fails to meet goals? Discuss how the organization assesses its readiness to grow and under what circumstances the organization will delay or modify its growth plan.

SECTION 2: OPERATIONS PLAN AND CAPACITY

Provide the following information about the organization or network growth plan and capacity to carry out that plan with quality and integrity.

Network Vision, Growth Plan, & Capacity

1. Describe the network's strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee. Include the following information: proposed years of opening; number and types of schools; any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments.
2. If the existing portfolio or growth plan includes schools in other states, explain specifically how Tennessee fits into the overall growth plan.
3. Provide evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.
4. Discuss the results of past replication efforts and lessons learned – including particular challenges or troubles encountered and how you have addressed them.
5. Discuss the greatest anticipated risks and challenges to achieving the organization's desired outcomes in Tennessee over the next five years and how the organization will meet these challenges and mitigate risks.
6. If you have already identified a charter school facility, indicate the location (including street address and school district). Describe the facility, including whether it is new construction or part of an existing public or private school building. If a facility has not been identified indicate any existing possibilities and the process that will be used to find a suitable facility. Include a timeline for facility selection and requisition.
7. Provide, as **Attachment 1**, the organization's most recent annual report.

Management and Governance

1. Identify the organization's leadership team and their specific roles and responsibilities.
2. Provide, as **Attachment 2**, the organization charts for Year 1 network as a whole (including both network management and schools within the network) Year 3 network as a whole and Year 5 network as a whole. The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with a charter management organization clearly show the provider's role in the organizational structure of the school.
3. Explain any shared or centralized support services the network organization will provide to schools in Tennessee. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? (In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract).
4. Using the table below, summarize school- and organization-level decision-making responsibilities as they relate to key functions.

FUNCTION	NETWORK DECISION-MAKING	SCHOOL DECISION-MAKING
Performance Goals		
Curriculum		
Professional Development		

Data Management and Interim Assessments		
Promotion Criteria		
Culture		
Budgeting, Finance, and Accounting		
Student Recruitment		
School Staff Recruitment and Hiring		
H/R Services (payroll, benefits, etc.)		
Development/ Fundraising		
Community Relations		
I/T		
Facilities Management		
Vendor Management / Procurement		
Other operational services, if applicable		

Governance

1. If applicable, describe the governance structure at the network level and how that relates to the individual school.
 - Will each school/campus have an independent governing board, or will there be a single network-level board governing multiple schools? If there will be a network-level board, discuss the plan for satisfying the statutory requirement of either: having a parent from one of the network’s Tennessee schools serve on the governing body, or having advisory councils at each school.
 - Describe the size and composition (current and desired) for the board. Explain how the proposed governance structure and composition will help ensure that there will be active and effective representation of key stakeholders.
 - Discuss the powers and duties of the governing board(s). Identify key skills, areas of expertise, and constituencies that will be represented on the governing board(s).
 - Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; and b) the board will evaluate the success of the school and school leader.

2. Will the charter be held by the same existing non-profit board or will a new board be formed?
 - If the existing board will also govern the new school, please include a copy of the by-laws and organizational chart, with emphasis on what changes, if any, will need to take place at the board level for it to be effective (i.e. add members, re-distribute roles responsibilities, etc.)
 - If a new board will be formed, describe how and when the board will be created and what the relationship between the two boards will be (including any overlapping responsibilities). Please include biographies of the new board members, roles and responsibilities needed to govern the new school, organizational chart and governing board structure. If available, include the by-laws of the new governing board. Please indicate if the charter will ultimately be held by the existing non-profit or a different non-profit board. If the latter, explain the transition.
 - If the existing board will govern the proposed school(s), discuss the plan to transform that board's membership, mission and bylaws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties.
 - If a new board will be formed, describe how and when the new board will be created and what, if anything, its ongoing relationship to the existing non-profit's board will be.

Charter School Management Contracts

If the applicant does not intend to contract with a non-profit education service provider or management organization, mark "Not Applicable" and skip to next section.

1. If any proposed school intends to contract with a charter management organization (CMO) or other education service provider (ESP) for school management, provide the following information (and include the requested documentation in **Attachment 3**):
 - An explanation of how and why the CMO was selected;
 - A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the CMO; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;
 - A draft of the proposed management contract;
 - Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities; and
 - Documentation of the service provider's non-profit status and evidence that it is authorized to do business in Tennessee.

**Personnel/Human Capital
Network-wide Staffing**

Complete the following table indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

YEAR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Number of elementary schools					
Number of high schools					
Total schools					
Student enrollment					
MANAGEMENT ORGANIZATION POSITIONS					
[specify]					

[specify]					
Total back-office FTEs					
ELEMENTARY SCHOOL STAFF					
Principals					
Assistant Principals					
Add'l School Leadership Position 1 [specify]					
Add'l School Leadership Position 2 [specify]					
Add'l School Leadership Position 3 [specify]					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized School Staff 1 [specify]					
Specialized School Staff 2 [specify]					
Teacher Aides and Assistants					
School Operations Support Staff					
Total FTEs at elementary schools					
HIGH SCHOOL STAFF					
Principals					
Assistant Principals					
Deans					
Add'l School Leadership Position 1 [specify]					
Add'l School Leadership Position 2 [specify]					
Add'l School Leadership Position 3 [specify]					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					
Specialized School Staff 1 [specify]					
Specialized School Staff 2 [specify]					
Teacher Aides and Assistants					
School Operations Support Staff					
Total FTEs at high schools					
TOTAL NETWORK FTEs					

Staffing Plans, Hiring, Management, and Evaluation

1. Describe organizational structure of proposed school and provide school organizational chart as **Attachment 4**.
2. Describe the operator's current or planned process for sourcing and training potential school leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.
3. Describe your organization's strategy and plans for recruiting and hiring teaching staff, including the plan for hiring highly qualified staff. Explain other key selection criteria and any special considerations relevant to your school design.
4. Explain how the organization intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Professional Development

1. Describe plans for developing and implementing an effective professional development program.
 - Describe any key professional development features that will *differ* from the operator's existing schools.

SECTION 3: FINANCIAL PLAN AND CAPACITY

Financial Plan

1. Describe the systems and processes by which the organization will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted; and describe the criteria and procedures for the selection of contractors.
2. Describe how you will provide an independent annual audit of both **organization-level** and **school-level** financial and administrative operations.
3. If applicable, describe the fiscal health of other schools in your network. Are any of the schools on fiscal probation or in bankruptcy?
4. Present, as **Attachment 5**, a detailed budget narrative describing assumptions and revenue estimates.
 - Include any committed contributions or in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. You should clearly indicate between those grants or in-kind donations which have already been firmly committed and those you are planning to pursue. For grants or donations that you are planning to pursue provide the source, estimated amount of contribution, and expected date of receipt if known.
 - Provide 24-month cash flow projections.
 - Detail the contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
 - Describe Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.
5. Explain how the organization will reach its fundraising goals over the next five years. Provide a development plan that includes staffing needs.

Provide, as **Attachment 6**, a detailed budget for the proposed school. You may reference school-level budgets provided in the original application, as appropriate. Applicants must submit financial forms detailing:

- Include a back-office budget
- Specify per-pupil management fees
- Incorporate financial implications of facilities plans
- Explicitly detail major assumptions including but not limited to:
 - Student enrollment

- **All** anticipated funding sources¹, including:
 - Local, state, and federal per-pupil funding; eligibility levels; and annual increases
 - Other government resources
 - Private fundraising
 - eRate
 - Student fees
- Compensation (school and network/CMO levels), including:
 - Salary table and number of staff by position
 - Yearly pay increases
 - Pension contribution and other benefits
- Line items for each major expense and delineation of assumptions, including:
 - Instructional materials and supplies
 - School equipment and furniture
 - Technology for student and instructional use
 - Professional development
 - Student assessments
 - Student information system
 - Special education services
 - Student activities
 - Contracted services at school and network/CMO levels (audit, I/T, PD, etc.)
 - Rent and utilities
 - Office supplies and equipment
 - Technology for administrative use
 - Fundraising materials and resources (non-staff)
- School start-up costs
- Management fees and any other management compensation
- Facility scenarios
- Capital, contingency, and insurance reserve funds

SECTION 4: PORTFOLIO REVIEW/PERFORMANCE RECORD

For applicants having only one school in their network please mark not applicable where necessary.

1. Is your existing educational program a success?
 - Provide student achievement and growth results for each school in the network as **Attachment 7**.
 - Have the schools in the network demonstrated success in raising student achievement levels by meeting/exceeding state or national standards for most students?
 - If applicable, provide the graduation rates for each school in the network?
 - Using the Portfolio Summary Template, provide, as **Attachment 8**, a detailed summary of all of the schools in the operator's portfolio.
2. Select one or more of the consistently high-performing schools that the organization operates, and discuss the school's performance.
 - a. Be specific about the results on which you base your judgment that the school is high-performing.
 - b. Discuss the primary causes to which you attribute the school's distinctive performance.
 - c. Discuss any notable challenges that the school has overcome in achieving its results.

¹ *Note: Both the budget forms and narrative should specify the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of firm commitments, where applicable.*

- d. Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.
3. Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's performance.
 - a. Be specific about the results on which you base your judgment that performance is unsatisfactory.
 - b. Describe the primary causes to which you attribute the school's problems.
 - c. Explain the specific strategies that you are employing to improve performance.
 - d. How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?
4. *For all schools operating under another authorizer in the state of Tennessee*, provide as **Attachment 8**, the most recent performance/evaluation/renewal reports produced by the authorizer(s) (or by a third-party evaluator, if applicable).
5. *For all schools operating in the state of Tennessee*, provide the following in **Attachment 10** (a) the most recent audited financial statements for each school or school(s); and (b) the most recent internal financial statements, including balance sheets and income statements.
6. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."
7. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization, and explain what caused these actions.
8. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years and how such deficiencies or violations were resolved.
9. Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. If applicable, provide in **Attachment 11** (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.